DOCUMENT RESUME

ED 324 416 CE 055 854

AUTHOR Kallembach, Sheri C.; And Others
TITLE Students at Risk: Selected Resources for Vocational Preparation.
INSTITUTION National Center for Research in Vocational Education, Berkeley, CA.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE Sep 90
CONTRACT V051A80004-89
NOTE 85p.; For related documents, see CE 055 852-853.
AVAILABLE FROM NCRVE Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (order no. MDS-111: $2.75).
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adolescents; Ancillary School Services; *Dropout Prevention; Dropout Programs; Dropouts; Educational Administration; *Educational Resources; *High Risk Students; Potential Dropouts; Secondary Education; *Special Needs Students; *Vocational Education; Work Experience; *Youth Problems

ABSTRACT

This document provides annotated listings of resources for state and local administrators of vocational special needs programs as well as special needs educators, counselors, researchers and others serving students at risk of dropping out of school. While it is not intended to be an exhaustive listing of all available resources, materials included are representative of the field. Publications listed include 12 in program administration, 10 in curriculum and instruction, 9 in comprehensive support services, 14 in formalized articulation and communication, 9 in occupational experience, 34 representing general background literature concerning students at risk, and 6 additional resources. Names, addresses, phone numbers, and descriptions of 21 newsletters; 30 agencies, associations, and organizations; 12 centers for educational information and services; 10 information clearinghouses; 2 computer-based information networks; and 5 databases are included. An appendix provides addresses and phone numbers for publishers of the publications listed. Title and author indices are included. (CML)

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STUDENTS AT RISK: SELECTED RESOURCES FOR VOCATIONAL PREPARATION

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Supported by
The Office of Vocational and Adult Education,
U.S. Department of Education

September, 1990

MDS-111

CE055854

This publication is available from the:

National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455

800-637-7652 (Toll Free)

FUNDING INFORMATION

Project Title:	National Center for Research in Vocational Education
Grant Number:	V051A80004-89A
Act under which Funds Administered:	Carl D. Perkins Vocational Education Act P.L. 98-524
Source of Grant:	Office of Vocational and Adult Education U.S. Department of Education Washington, DC 20202
Grantee:	The Regents of the University of California National Center for Research in Vocational Education 1995 University Avenue, Suite 375 Berkeley, CA 94704
Director:	Charles S. Benson
Percent of Total Grant Financed by Federal Money:	100%
Dollar Amount of Federal Funds for Grant:	$5,744,000
Disclaimer:	This publication was prepared pursuant to a grant with the Office of Vocational and Adult Education, U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
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PREFACE

In looking at the enormous personal and societal costs of students dropping out of school, one can recognize why the dropout problem has achieved unprecedented urgency. Recent research has emphasized the important role that vocational education can play in enhancing the opportunities and success for this population. In response to this challenge, the Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education has produced *Students at Risk: Selected Resources for Vocational Preparation*. This resource guide is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and others serving students at risk of dropping out of school.

The following selected resources pertaining to serving students at risk in vocational education are included: relevant publications; newsletters; agencies, associations, and organizations; center for educational information/services; clearinghouses; computer-based information networks; and databases. Materials listed in the guide are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. This resource guide is not intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix.

TABLE OF CONTENTS

Preface i

Publications 1
- Program Administration 1
- Curriculum and Instruction 8
- Comprehensive Support Services 13
- Formalized Articulation and Communication 18
- Occupational Experience 24
- General Background Literature Concerning Students At Risk 29
- Additional Resources 46

Newsletters 49

Agencies, Associations, and Organizations 52

Centers for Educational Information/Services 60

Clearinghouses 63

Computer-Based Information Networks 66

Databases 66

Appendix
- Addresses For Resources 69

Index
- Titles of Resources 73
- Authors of Resources 77

PROGRAM ADMINISTRATION

Career-Vocational Program

Apolloni, T. (Ed.). (1989, January). ***VERS handbook for administrators on career-vocational preparation services for disadvantaged students and students with handicapping conditions*** (rev. ed.). Rohnert Park, CA: Sonoma State University, Vocational Education Resource System, California Institute on Human Services.

This handbook was developed for administrators of local career-vocational preparation programs. Its primary purpose is to provide information necessary to plan, implement, and monitor career-vocational preparation services for handicapped, academically disadvantaged, economically disadvantaged, or limited-English proficient (LEP) students in regular vocational education classrooms. An overview of each segment of vocational education for students with special needs, definitions of terms, and recommended approaches for improving services are provided for the administrator. The first seven modules address administrative issues; the remaining ten focus on specific information which the vocational education administrator needs to know regarding the implementation of vocational education services for students with special needs. The following topics are presented in the modules: ideology, federal and state regulations, program planning, funding and fiscal management, personnel development, community relations, coordination with community support agencies, student identification, student assessment, development of the IEP, classroom/program placement, instructional accommodations, learning centers, job market analysis, job development, job placement, and follow-up services. (205 pages)

Strategies and Resources

Capuzzi, D., & Gross, D. R. (Eds.). (1989). ***Youth at risk: A resource for counselors, teachers and parents.*** Alexandria, VA: American Association for Counseling and Development.

Pregnancy and substance abuse are only a few of the many life-changing behaviors being adopted by substantial numbers of today's teenagers. Add physical abuse, sexual abuse, low self-esteem, suicide, eating disorders, depression, AIDS, and dropping out of school and it becomes obvious that many young people are at risk of not fulfilling their potential. To aid professionals who deal with these problems every day, this book is designed for counselors, teachers, administrators, social workers, and any other professionals involved in training and teaching future helping professionals. The book includes strategies for preventing and treating stress, anorexia, bulimia, gang warfare, teen pregnancy, suicide, and dropping out, with dozens of detailed case studies and

proven interventions. Sources and resources are also identified for handling modern adolescent problems. (394 pages; $26.95 AACD members, $29.95 non-members)

Educational Issues

Committee for Economic Development, Research and Policy Committee. (1985). ***Investing in our children: Business and the public schools.*** Washington, DC: Author.

Concern that our growing inability to compete in world markets was due to the inadequacy of our education system, the Committee presents a strategy for education reform in this report. As a business organization, the Committee decided to focus its study on the following four key educational issues: (1) employability—student needs, business needs; (2) investment strategies in education; (3) teachers and schools; and (4) business and the schools—shared goals, common interests. Employability strategies include reassessment and realignment of school curricula, imposing higher expectations and more rigorous standards for student behavior and accomplishment, developing appropriate and accurate performance measures, and providing insights from business management that can assist schools in developing an organizational climate that supports improvement. A significant finding is the need for comprehensive reform of the vocational education system.

Divided into two sections, the first section in the chapter on investment strategies examines the importance of education as an investment for individuals and society and discusses where the most cost-effective investments in education are likely to be found. The second deals with how education is financed and who is responsible for decisions on allocation of resources in the public schools. The chapter covering teachers and schools calls for enhancing and strengthening the professional roles of teachers, increasing their ability and opportunity to exercise judgment and make decisions, raising their salaries, and upgrading their working conditions. In the last chapter, three alternatives for corporate involvement are discussed: supporting the existing system where the schools are generally healthy; fostering innovative, incremental change; and working for major structural reforms in the system. The Committee believes that implementation of the recommendations made in this statement can help schools improve significantly, increasing public education's contribution to society and its value to our children. (107 pages, $9.50)

Investment Strategies

Committee for Economic Development, Research and Policy Committee. (1987). ***Children in need: Investment strategies for the educationally disadvantaged.*** Washington, DC: Author.

Designed as a blueprint for action at every stage of educational development, from infancy through adolescence, this report defines how to identify children who are at risk. It suggests methods of early intervention to prevent problems from developing, as well as remedial intervention once problems are encountered. The report illustrates these methods with concrete examples of successful programs at work throughout the nation. The report states that strengthening the federal leadership's commitment to assisting children in need is crucial at this time in order to guide reform efforts and to inspire participation from the varied segments of our national community. Policymakers are urged to adopt a three-part strategy for reform: (1) prevention through early intervention—programs that focus on children from birth to age five and on teenagers who are most at risk of premature parenthood; (2) restructuring the foundations of education—changes that are needed in the structure, staffing, management, and financing of schools; and (3) retention and reentry—targeted programs that combine comprehensive educational, employment, health, and social services for students still in school and for dropouts. (86 pages, $10.50)

Model State Statute

Council of Chief State School Officers. (1987). ***Elements of a model state statute to provide educational entitlements for at-risk students.*** Washington, DC: Author.

In November 1987, the Council of Chief State School Officers approved a policy statement, "Assuring School Success for Students At Risk." Prepared as one example for implementing the policy statement, this draft of a model state statute is designed to provide effective assistance to students who are at-risk of school failure.

Written in five parts, Part I of the model statute sets forward in the form of legislative findings some of the facts that give rise to nationwide concern about children left behind in public school systems. It also states the legislative objective: to provide each child with educational and related services calculated to enable that child to complete high school successfully and to become a productive and responsible citizen. Part II calls for pre-school child development programs to be made available to three- and four-year-old children who are at-risk of educational failure. Part III first defines the concept of "at-riskness" for children at various stages of their public school career (K-12). Three kinds of special measures are called for students at-risk of educational failure: (1)

promising practices, (2) environment for successful education, and (3) individual and school plans. Part IV establishes an entitlement for young people who have dropped out of school and are beyond the age of compulsory attendance to re-enroll in school. Finally, Part V specifies measures for implementation and enforcement, including data collection, monitoring, technical assistance, fiscal incentives and administrative and court remedies. (19 pages)

Educational Issues

Coyle-Williams, M. (1989, August). ***Vocational education and the at-risk student*** (*TASPP BRIEF*). Champaign: University of Illinois, National Center for Research in Vocational Education, Technical Assistance for Special Populations Program.

The economic and social costs of dropping out are highlighted in this *BRIEF*. The projected impact of high dropout rates among economically and educationally disadvantaged youth is discussed. In addition, the effect of the School Reform movement upon the availability of vocational education programs and the quality of academic curricula is considered. Quality vocational education, which integrates basic and academic skills into the curricula, is recommended as an important means of improving the post-school outcomes of youth who are at risk. (4 pages, no charge)

Staff Training

Cunningham, D., Putzstuck, C., & Barbieri, M. (1987). ***Working together to support at-risk youth***. Austin: University of Texas at Austin, Extension Instruction and Materials Center.

The primary purpose of this manual is to provide training for professional and paraprofessional staff to support at-risk youth. The training manual addresses the following areas with a chapter devoted to each area: the scope of the educational, social, and/or cultural problems of at-risk youth; the processes for the identification of potential dropouts; the referral processes appropriate for in-school, at-risk student assistance; counseling strategies and techniques; the use of alternative instructional strategies; techniques for adapting or modifying materials; the establishment of close relationships with students such as mentors and peer tutors; community-based and school-based support services; the creation of parent support groups; activities to encourage at-risk students to become involved in school activities; the development of study skills; techniques for helping at-risk youth to develop a positive self-concept; techniques for motivating at-risk youth; and classroom management techniques. The manual contains lecture notes, handouts, and transparency masters. A list of references and an appendix containing information and forms on assessment are also included. ($20.50)

Dropout Strategies

Gruskin, S. J., Campbell, M. A., & Paulu, N. (1987, November). ***Dealing with dropouts: The urban superintendents' call to action*** (Stock No. 065-000-00321-0). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Developed from the OERI Urban Superintendents Network's meetings and activities, this report highlights the critical problem of dropouts and offers the Network's recommendations for effectively dealing with the issue. Part 1 of the booklet discusses the dropout problem and presents the superintendents' action plan for a joint effort to keep more youngsters in school until graduation and to develop more productive citizens. Part 2 describes six strategies the superintendents believe hold promise for keeping at-risk students in school—not only in urban public schools, but in suburban and rural schools as well. Recommendations include early intervention of at-risk youngsters, creating a positive school climate to enhance learning, setting high expectations, selecting and developing strong teachers, providing a broad range of instructional programs, and initiating collaborative efforts to reduce the dropout rate. The superintendents also describe a range of policies and practices currently in place in their districts that illustrate each strategy. These examples are not all unique to the school district identified; some are replicated in other districts across the country. References are also included, along with a list of contacts in each of the districts. (75 pages, $3.25; available from the Superintendent of Documents, U.S. Government Printing Office)

Recommendations for Educational Experiences

Intercultural Development Research Association. (1989). ***Successful schooling for economically disadvantaged at-risk youth. Practitioner's guide series number three***. Austin: Texas Education Agency, Texas Dropout Information Clearinghouse.

This guide, the third in a series of *Practitioner's Guides to Dropout Prevention*, examines the issues related to the education of economically disadvantaged at-risk students and provides recommendations on how schools may address their needs. Eight research findings and recommendations for improving the educational experience of these students are discussed. Following the presentation of each major finding is a set of specific recommendations designed to help educators tailor local programmatic responses. Many of the recommendations are extensions of the effective schools movement. (72 pages, $5.00)

Staff Development

Meers, G. D. (Ed.). (1987, September). ***Handbook of vocational special needs education*** (2nd ed.). Rockville, MD: Aspen Publishers.

This book is intended to serve as an information base from which teachers, administrators, and others can make informed decisions regarding programming for disadvantaged and handicapped students. The book is divided into three parts. Descriptions of the foundation of vocational special needs programs, federal legislation that impacts upon special needs students' programs and educational personnel, and students that are being served are included in Part I. Part II serves as a base for program development and implementation and includes the design of vocational programs for special needs individuals, curriculum modification techniques, work experience and cooperative placement programs, support services, and vocational assessment. Information about career education, transition, postsecondary opportunities, and administration of special needs programs is provided in Part III. This section contains chapters which outline the components of a career education program, identify transferrable skills, examine the transition process from school to work and community living, look at postsecondary opportunities, identify the role of parents and advocates in supporting vocational training, and discuss the administrator's role in establishing and conducting special needs programs. (394 pages, $41.50)

Strategies for State Education Agencies

Partee, G. (1988, August). ***Strategies for increasing the achievement and attainment of at-risk Hispanic females through vocational education***. Washington, DC: Resource Center on Educational Equity, Council of Chief State School Officers.

This report is intended to be used by state education agencies in structuring or funding programs, providing technical assistance to local districts, developing resources and materials, and planning strategies to increase the participation of minority females in nontraditional vocational education programs. It contains the results of a survey of state education vocational education directors and vocational sex equity coordinators in twenty-seven states and the District of Columbia to identify model programs and approaches in vocational education at the middle and secondary school levels which target the special needs of at-risk Hispanic females. Several programs which target at-risk Hispanic females are presented. Program components and practices associated with improved academic and employment outcomes for these students are discussed. Recommendations for policymakers in vocational education and sex equity vocational education programs are included. Additional references are included. (25 pages)

Financing Strategies

Sherman, J. D. (1987). ***Strategies for financing state dropout programs*** (Publication No. AR-87-2). Denver, CO: Education Commission of the States.

The fifth of an Education Commission of the States series, this paper focuses on the problems of youth at risk of not making a successful transition to adulthood—the dropout, the underachiever, and other young people who end up disconnected from school and ultimately from society. The topic of the paper is how to plan and finance dropout prevention programs. It is designed as a resource guide to assist state policymakers and program planners develop new approaches for financing dropout prevention and recovery programs. The guide consists of three major sections. The first section sets out some questions that policymakers need to address in planning new dropout prevention and recovery initiatives. It discusses the process of determining the resources that are required to meet programmatic needs and suggests actions to take to ensure a match between programmatic requirements and funding strategies. The second section briefly reviews the range of programs and activities that states currently are funding to meet the academic, personal, and vocational needs of dropouts and potential dropouts. The last section draws on recent research and current practice to suggest some approaches that might be used to fund dropout prevention and recovery programs. An attempt is made to describe the funding mechanism as well as the problems associated with it and ways these problems can be addressed if the strategy is to be employed successfully. (31 pages, $7.50)

CURRICULUM AND INSTRUCTION

Motivational Factors

Brown, J. M. (Ed.). (1989, July). ***An investigation of motivation's role in postsecondary vocational training programs for at-risk learners and their entry into the work force.*** St. Paul: University of Minnesota, Minnesota Research and Development Center for Vocational Education.

In 1987, the Minnesota Research and Development Center at the University of Minnesota began an ongoing research program to investigate the influence of motivational factors on student retention in postsecondary vocational education programs. This report is the product of the first phase of this program of research designed to identify and analyze intrinsic motivation-related factors which could be used to enhance the retention of potential dropouts (at-risk learners) in postsecondary vocational education programs.

The publication consists of the following components: (1) the project's rationale and an overview of related activities; (2) a summary of the issues identified during a National Symposium on Motivation and Empowerment conducted by project staff, the implications of those findings for postsecondary vocational education programs, and recommendations regarding subsequent research that should be conducted; and (3) the proceedings of the Symposium. (100 pages; for further information, contact the Minnesota Research and Development Center for Vocational Education, University of Minnesota, St. Paul, Minnesota)

Increased Graduation Requirements

Clune, W. H., White, P., & Patterson, J. (1989). ***The implementation and effects of high school graduation requirements: First steps toward curricular reform*** (CPRE Research Report Series RR-011). New Brunswick: Rutgers, The State University of New Jersey, Center for Policy Research in Education.

This report summarizes interview data on the intent and effects of increased graduation requirements in six states. The effects of the requirements on course offerings and respondent views of effects are discussed. The authors identify two deficiencies of the increased graduation requirements. First, they point out that it is unclear whether academic courses increase achievement scores and workplace skills. Secondly, they observed a lack of attention to instruction for different kinds of students. Policy recommendations for further educational reform include streamlining the core curriculum by emphasizing learning objectives rather than course labels, paying special attention to instruction for middle- and low-achieving students, using different policy instruments for different

purposes and groups of students, investigating cognitively demanding vocational education, designing technical assistance to schools for improved content, building an indicator system to track content and course-related achievement, continuing research on curriculum improvement, and evaluating changes in the policymaking process. (77 pages, $5.00)

Teacher Training

Colby, C. R., Parrish, L. H., & Wircenski, J. L. (1987, June). ***Vocational special needs teacher training curriculum.*** Austin: University of Texas at Austin, Extension Instruction and Materials Center.

This two-volume curriculum set is targeted at handicapped, disadvantaged, and limited-English proficient (LEP) students and is intended to provide information concerning special needs students in all the important program areas of vocational education. The primary purpose for this material is to assist vocational teacher educators in becoming knowledgeable in vocational special needs education and providing this information within their preservice and inservice instructional programs. The set consists of ten self-contained modules with each module composed of the following eight color-coded sections: (1) an introduction, (2) performance objectives, (3) definition of terms, (4) an overview, (5) a lesson plan, (6) transparency masters, (7) handouts, and (8) an evaluation. Topics covered in individual modules include the following: using the modules; federal legislation; learner characteristics; vocational assessment; coordinated planning; interagency cooperation; modification concerning curriculum, learning environment, and instruction; generalizable skills; serving LEP students; and student evaluations. ($73.00)

Instructional Strategies

Johns, K., & Marshall, C. (1989). ***The slower learner: An advocate's view. Practitioner's guide series number two.*** Austin: Texas Education Agency, Texas Dropout Information Clearinghouse.

An overview of advocacy issues relating to slower learners as identified by local practitioners is provided in this guide, the second in a series of *Practitioner's Guides to Dropout Prevention.* A summary of the research on characteristics of slower learners and successful instructional strategies for these individuals are also included. The purpose of the guide is to help local service providers understand slower learners as well as to plan effective instruction so that these students will experience some measure of academic success. (30 pages, $2.00)

Teaching Techniques

Lehr, J. B., & Harris, H. W. (1988). ***At-risk, low-achieving students in the classroom.*** Washington, DC: National Education Association.

The authors, through extensive review of the literature and classroom observations, have synthesized teaching techniques and other characteristics of effective educational programs for at-risk students. The book provides a description of at-risk students; identifies the role of the principal, teachers and parents in developing an inviting learning atmosphere of the at-risk student; and identifies effective instructional processes and methods for keeping at-risk students involved in the learning process. (104 pages, $9.95)

Thinking Skills

Presseisen, B. Z. (Ed.). (1988). ***At-risk students and thinking: Perspectives from research.*** Washington, DC: National Education Association.

The authors discuss the importance of teaching thinking skills to at-risk students in this publication. This strategy is seen as necessary in light of the increasing importance of decision-making and problem-solving skills in the American workplace. Each chapter discusses some aspect of the issues, research, and implications of teaching thinking skills to at-risk youth. (160 pages, $12.95)

Voc-Ed Program

Sarkees, M. D., West, L. L., & Wircenski, J. L. (1988). ***Vocational education programs for the disadvantaged*** (Information Series No. 329). Columbus: Ohio State University, Center on Education and Training for Employment.

The methods of assuring compliance with federal regulations mandating equal access that are reviewed in this document are intended to be adapted or adopted by state and local administrators, vocational education teachers, and counselors. The first section discusses the educational, financial, social, and environmental factors that contribute to being disadvantaged. The legislative foundation for disadvantaged individuals in vocational education is examined, with special emphasis on legislation pertaining to academically and economically disadvantaged and LEP individuals. A section on program planning and instruction discusses the special problems faced by disadvantaged students in the areas of academic achievement, functional curriculum, and generalizable, basic, vocational readiness, employability, and study skills. It also outlines strategies that have proven effective in helping disadvantaged persons acquire these skills. The next section deals with supportive services and special staff. Thirteen specific recommendations for working with disadvantaged students in vocational education programs are provided. (49 pages, $5.25)

Vocational and Academic Skills

Sechler, J. A., & Crowe, M. R. (1987). ***Roadsigns from research. BASICS: Bridging vocational and academic skills.*** Columbus: Ohio State University, Center on Education and Training for Employment. (ERIC Document Reproduction Service No. ED 288 957)

This document responds to the need for integration of basic skills into vocational education by providing a summary of research findings, implications, and practical suggestions for teachers. The six sections and four complementary posters are intended as tools for staff development of teachers engaged in teaching basic skills. Sections can also be used separately as informational handouts for individual or group instruction at a workshop and as mailouts to motivate participation in professional growth activities. Each section is organized by the kinds of questions that teachers have about students' difficulties with basic skills and teachers' difficulties in addressing these problems.

Sections 1-3 discuss dropouts and assessment of the problem as it relates to basic skill deficiencies; the impact of personal, family, and school factors on dropout-prone youth; and what happens to dropouts. Section 4 clarifies the business and industry perspective on the importance of a workforce competent in basic skills. Section 5 summarizes basic skill problems prevalent among special populations. The implications of both learning and teaching styles for basic skills acquisition is summarized in Section 6. Appendices provide information on guides and modules that provide assistance for administrators, counselors, and teachers as they promote a joint effort to strengthen basic skills. (73 pages)

Schoolwide Study Skills Program

Smith, G., & Smith, D. (1989). ***Learning styles of at-risk youth: A schoolwide study skills program. Practitioner's guide series number six.*** Austin: Texas Education Agency, Texas Dropout Information Clearinghouse.

A schoolwide study skills program which accommodates the learning styles of dropouts and students at risk of dropping out of school is described in this guide, the sixth in a series of *Practitioner's Guides to Dropout Prevention.* The program outlined is based upon research indicating that teachers are most effective when they can adapt their teaching styles to the learning styles of all students, including those who are at risk. Perceptual and cognitive learning styles are the focus of the program. (34 pages, $2.00)

Basic Vocational Skills

Thomas, L. D., Bartley, D., Rodriguez, L., Vance, M., Vance, P., & Parrish, L. H. (1988, June). ***Basic vocational education***. Austin: University of Texas at Austin, Extension Instruction and Materials Center.

This manual is divided into three major sections. The first section contains the implementation plan. The second section is designed to assist the classroom teacher in the delivery of basic vocational skills to at-risk and special needs learners. It is comprised of eleven curriculum units covering the following: vocational awareness, vocational counseling, self-concept, vocational exploration, functional academics, vocational guidance, looking for work, employment forms, work habits and attitudes, working relationships, and money management. The curriculum is intended to be integrated with information obtained from vocational interest surveys and vocational aptitude assessments. Reference information on commercial and public resources reviewed in preparation for the development of the curriculum is found in the third section. The manual can be used with students who are enrolled in prevocational, vocational, cooperative work-study, or career education programs at the middle school and secondary school levels. All materials are designed for students who have deficiencies or who lack knowledge of basic employment skills necessary to make a successful transition from school to work. The materials can also be adapted for use in both large and individualized instructional settings. (383 pages, $19.50)

COMPREHENSIVE SUPPORT SERVICES

Vocational Assessment

Kapes, J. T., Parrish, L. H., Vansickle, T. R., & Vansickle, K. J. (1988, January). ***Vocational assessment handbook***. Austin: University of Texas at Austin, Extension Instruction and Materials Center.

This handbook provides resources for individuals engaged in the vocational assessment process under the requirements of the Carl D. Perkins Vocational Education Act (P.L. 98-524). Directed towards a target population of handicapped and academically disadvantaged students, the handbook is divided into eight separate sections, beginning with a background and overview of vocational assessment in Section I. Section II provides an overview of the entire process of assessment with handicapped individuals from a career guidance perspective, including a review of relevant legislation and literature as well as a global view of the three-level model of assessment developed in Texas. The procedures for implementing vocational assessment in Texas under the Perkins Act is described in Section III. Section IV contains descriptions of currently available commercial assessment instruments, as well as a sampling of locally developed materials. Section V provides a brief overview of the measurement techniques that would be necessary to develop norm, reliability, and validity data for either locally developed performance samples or the modification of commercial instruments. An IBM computer software program developed to be used in conjunction with this section is also included with the handbook. Report writing as a means to communicate the results of vocational assessment is found in Section VI, while Section VII describes how to interpret and use the data obtained. Section VIII contains the appendices, which include additional information to support several of the sections along with an annotated bibliography. (290 pages, $20.50)

Counselors' Responsibilities

Kearns, D., Hughey, J. K., & Boyer-Stephens, A. (1988, June). ***Vocational special needs counselor manual***. Columbia: University of Missouri-Columbia, Missouri LINC.

This manual, requested by vocational special needs (VSN) counselors in the State of Missouri, contains basic information which should serve as a guide to VSN counselors. Generally, VSN counselors are funded to work with disadvantaged students, though some do receive funding to provide services for special needs students—both disadvantaged and handicapped. The VSN counselor provides guidance, counseling, career development, and placement services and activities to appropriately place students into vocational education programs, assist students in successful completion of vocational education programs, and facilitate the

transition from school to employment or further training. The manual is divided into five areas of responsibility as determined by a needs survey completed in October 1987: counseling and advocacy, program development, assessment, career development and transition services, and contacts and meetings, with a separate section for postsecondary concerns. Resources following each section help to identify sample forms or sources of further information regarding that particular topic. A glossary and reference section are included. (164 pages, $12.40; available from the Instructional Materials Laboratory, Columbia, MO)

Motivation Strategies

McKinlay, B., & Bloch, D. P. (1989, January). ***Career information motivates at-risk youth.*** *OSSC Bulletin, 31*(5).

One of the major challenges in motivating at-risk youth to complete their education is to show that school is relevant to their later success as adults. This *OSSC Bulletin* demonstrates that information about career options can supply some of that motivation by encouraging youth to set career goals and then to attain the education and training necessary to achieve these goals. Research is presented on the characteristics of at-risk youth and the causes of the problems they face. Features of successful programs which emphasize information about career options are described, along with three model programs utilizing career information with these youth. A brief guide to planning local programs for at-risk youth is included. (46 pages; non-member price, $5.00, member price, $3.50; available from Oregon School Study Council, University of Oregon)

Career-Vocational Program

Nemko, B., & Holmes, A. (1987). ***Resources, strategies and directions to better serve disadvantaged students in career-vocational preparation.*** Sacramento: California State Department of Education, Career-Vocational Preparation Division.

Presented in modular form, this guide is designed to assist those involved with career-vocational preparation in developing and improving programs directed toward serving the special needs of disadvantaged students and fulfilling the requirements of the Carl D. Perkins Vocational Education Act. The modules include *Module I—Assessment of Interests, Abilities, and Special Needs*; *Module II—Special Guidance, Counseling, and Career Guidance*; *Module III—Adaptation of Curriculum, Instructional Material, Equipment, and Facilities*; *Module IV—Community Involvement: The Roles of Parents, Business, and Industry*; and *Module V—Transition.* (86 pages)

Supplemental Staff Development

Presberry, I. V. (1987, July). ***Support for vocational special needs students: A manual for supplemental professional personnel.*** Jefferson City: Missouri Department of Elementary and Secondary Education, Special Needs and Guidance Services, Division of Vocational and Adult Education.

This manual was developed in response to requests from supplemental professional staff instructors in the State of Missouri. Supplemental instructors are approved to work in area vocational-technical schools and comprehensive high schools, as well as junior and community colleges where disadvantaged and/or handicapped students are enrolled in vocational training programs. The supplemental staff person assists vocational teachers through providing additional instruction as the special needs of the students dictate in order for the student to be successful. In addition to role definition for the supplemental instructor, the manual offers tips for (1) eliminating attitudinal barriers against special needs students; (2) developing rapport between supplemental and assigned vocational teachers; (3) writing vocational plans; and (4) working with disadvantaged, limited-English proficient (LEP), and handicapped students. Extensive resource lists offer information on materials, assistive devices, organizations, and services. The appendices include suggested assessment and evaluation forms and information on writing and using activity packages. (264 pages)

Assessment

Stevenson, L., & Burger, M. (1989, April). ***Characteristics of at-risk youth: Practitioner's guide series number one.*** Austin: Texas Education Agency, Texas Dropout Information Clearinghouse.

The purpose of this guide, the first in a series of *Practitioner's Guides to Dropout Prevention*, is to provide a summary of the research on characteristics of at-risk students and dropouts as well as information on successful programs and strategies for these individuals. It includes an overview of the problem and related socioeconomic costs; a list of various characteristics which can be used to help identify youth who have dropped out of school or are likely to do so; a discussion of strategies reported to be effective in dropout prevention and recovery; and common characteristics of successful programs for at-risk students and dropouts. It is emphasized that effective dropout reduction programs are designed to solve specific problems and to address the needs of particular at-risk and dropout populations. Individualized assistance to meet the unique requirements of each at-risk student and dropout can only be developed and implemented at the local level. (66 pages, no charge)

Assessment and Support Services

Texas Education Agency. (1985, August). ***Serving special needs students in vocational education*** (The Carl D. Perkins Vocational Education Act, P.L. 98-524). Austin: Author. (ERIC Document Reproduction Service No. ED 277 855)

This document describes the vocational assessment, support services, and guidance activities requirements of the Carl D. Perkins Vocational Education Act under the Criteria for Services and Activities for the Handicapped and for the Disadvantaged, Section 204. It begins by defining those students eligible for these program activities and services. Required services and activities are then discussed. Vocational assessment is considered in terms of who is responsible; who, when, what and how to assess; and use of the data. A discussion of vocational support services includes these topics: support centers, support teachers, and models of supplemental services for LEP students. Guidance and counseling activities are suggested. Coordination of services with the Job Training Partnership Act (JTPA) is briefly addressed. Appendices, amounting to over one-half of the document, include assessment forms, a list of assessment instruments, a special needs student profile, a form for a comprehensive analysis of a vocational training program, forms for prescribing vocational support services, and a list of selected sources of bilingual and non-English vocational materials. Also attached is a chart showing the planning/placement process as it relates to the vocational assessment of handicapped students. (47 pages)

Assessment and Support Services

Vocational Education Programs. (1989, July). ***Guidelines for serving special needs students in vocational education***. Austin: Texas Education Agency.

This document, prepared by staff from the Vocational Education Program Division of the Texas Education Agency, is intended to assist teachers, counselors, and administrators in fulfilling state and federal requirements for serving students who are handicapped, educationally disadvantaged, economically disadvantaged, limited-English proficient, or at risk in vocational education programs. It offers comprehensive information about student identification, vocational assessment, placement procedures, and the provision of special services that support special needs students in vocational education programs. Detailed appendices offer assessment instruments for students and programs, and information is given regarding additional resources. (54 pages)

Identification Process

Wells, S., Bechard, S., & Hamby, J. V. (1989, July). ***How to identify at-risk students. A Series of Solutions and Strategies***, (2).

The purpose of this report is to describe a research-and practice-based process to aid local school districts in developing a system for identifying potential dropouts. Reasons given for such a process are (1) early identification is vital to effective prevention and intervention; (2) a common set of characteristics compiled from research on dropouts nationwide can serve as a blueprint, however, a locally developed identification system will be much more precise and effective when it includes only those characteristics specific to the local student population; (3) the earlier a problem is identified and addressed, the greater the impact on at-risk students; (4) because students drop out of school for many different reasons, the structure and content of dropout prevention programs must match clearly identified personal characteristics and environmental conditions that place students at risk; and (5) program developers must use accurate, objective identification procedures to properly assign students to treatment activities and to apply limited resources efficiently and effectively. (6 pages; available from the National Dropout Prevention Center, Clemson, SC)

FORMALIZED ARTICULATION AND COMMUNICATION

School-Business Partnerships

Academy for Educational Development. (1989, August). ***Partnerships for learning: School completion and employment preparation in the high school academies.*** Washington, DC: Author.

This book, intended as a source for educators and advocates, examines the success of the high school academies' school-business partnerships in light of retention of at-risk students and of their preparation for the world of work. The academies are schools-within-schools that offer disadvantaged students academic and vocational education, career planning, counseling, and job opportunities. ($9.00)

Coordination Efforts

Brustein, M., & National Association of State Directors of Vocational Education. (1989, February). ***The legal and fiscal disjunction between the Carl Perkins Vocational Education Act and the Job Training Partnership Act*** (Monograph Series #89-02). Washington, DC: National Commission for Employment Policy.

This paper was prepared for the National Commission on Employment Policy for the following purposes: to identify specific barriers relating to information dissemination, matching, excess costs and definitions that impede coordination; to recommend specific steps that Congress should consider in amending the programs; and to set forth the results of a survey questionnaire mailed to the field. Coordination between programs funded by the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act on behalf of the disadvantaged which leads to greater efficiency and better results for this population is desirable. Upon reviewing both federal laws in 1989, Congress should thoroughly examine the inconsistent rules, policies, and audit practices to ensure unnecessary impediments to coordination are removed. (88 pages)

Compact Development

The California State Department of Education, & The California Chamber of Commerce. (1989, January). ***A handbook for the California Compact: A guide for developing local compacts among schools, businesses, higher education, and government and community agencies.*** Sacramento: Author.

This handbook was developed for use by the school districts and other partners involved in each of the California Compacts. Each community is developing its own program aimed at improving

school retention, job placement, and college admission rates, especially for at-risk youth.

The handbook is a working document and is intended to be a practical source of ideas and resources. Chapter 1 presents information on how to develop local leadership and set measurable goals. Chapter 2 addresses the selection of a specific model for the program, and presents various examples. Program implementation is discussed in Chapter 3, while Chapter 4 explains the kinds of resources that will be needed and how to generate them. Chapter 5 discusses how to evaluate a Compact. The final chapter provides references to organizations and documents useful in developing Compacts. (27 pages)

Parental and Community Involvement

Chavkin, N. F. (1989). ***Parent and community involvement. Practitioner's guide series number four.*** Austin: Texas Education Agency, Texas Dropout Information Clearinghouse.

In this guide, parent and community involvement is viewed as a developmental process, with participation of parent and community groups in school activities becoming more effective with training and over a period of time. The purpose of this guide, the fourth in a series of *Practitioner's Guides to Dropout Prevention*, is to provide a summary of the research on parent and community involvement as it relates to dropout prevention and recovery. It also provides some recommendations for strategies to strengthen this involvement. (30 pages, $2.00)

Effective Transition Programs

Coyle-Williams, M. (1989, October). ***What works in vocational education for students who are at risk*** (*TASPP BRIEF*). Champaign: University of Illinois, National Center for Research in Vocational Education, Technical Assistance for Special Populations Program.

Recent recommendations on improving vocational education's capacity to facilitate the successful transition of youth from educational settings to the labor market are highlighted in this *BRIEF*. The components of successful vocational education programs for youth who are at risk and the characteristics of effective school-to-work transition programs are presented. In addition, goals for refocusing vocational education policy in order to improve the overall quality of programs and to increase the access of special populations to high-quality vocational education are discussed. (4 pages, no charge)

Successful Transition

Crawford, E. (1988, March). ***Another ounce of prevention: Education and employment interventions for 9 to 15 year olds*** (Report No. 23). Washington, DC: National Commission for Employment Policy.

This report summarizes the Commission's attempt to answer the following key questions: (1) Are there new approaches that can be taken to assist economically and academically disadvantaged youth make the transition from school to work or from youth to adulthood? (2) Given that the acquisition of basic skills is critical to the transition, can the problem be attacked more effectively if work with the youth begins at an earlier age than most present programs? (3) If work with the youth is to begin at an earlier age, is there a role for employment and training in these earlier interventions? This report also represents efforts to identify new points of intervention into the education and social development of disadvantaged young people. It focuses on preadolescents and youth in the immediate postadolescent period. An introduction in Chapter I is followed by a discussion of the at-risk population, its characteristics and estimated numbers, and the question of early interventions in Chapter II. Chapter III discusses the principal findings of the study; and examines past experiences, current efforts, including demonstrations, underway; and the experiences of several case studies. Chapter IV summarizes the project, presents its conclusions and recommendations, and discusses its policy implications. (65 pages, no charge)

Business/Education Cooperation

deLone, R. H. (1985). ***Education, employment, and the at-risk youth***. Philadelphia, PA: Research for Better Schools.

This paper asserts that the most important application of the term "at risk" is the concept of youth at risk in the labor market. A surprising amount is known about what works to reduce the factors which make young people "at risk" for chronic unemployment; much can be done to reduce it—even in a time of diminished public resources. Stating that it is through the schools—working in cooperation with business—that the best chance of redressing this problem lies, it is argued that doing so will require that teachers and school administrators learn from a technology of youth development that has, to a considerable degree, been developed outside the field of public education.

Educating at-risk youth for employment involves early identification and the building of an educational program that ensures the three fundamentals necessary for a successful transition to the workforce: basic academic skills, a high school diploma, and work experience. Building blocks for this kind of program are presented. Suggestions for restructuring schools are offered, beginning with identification and competency-based remedial

instruction in ninth grade; internships where students spend a sustained amount of time at private or public workplaces in tenth grade; cooperative education opportunities to provide jobs throughout the school year if academic and workplace standards are maintained in eleventh grade; and options of intensive vocational training, job search skills, and job development and placement services in twelfth grade. (21 pages, $4.95)

Compact Development

Farrar, E. (1988, July). ***The Boston Compact: A teaching case*** (Publication No. RT-888-MW). New Brunswick, NJ: Center for Policy Research in Education.

In 1982, the Boston School Department, members of the local business community, area colleges and universities, and the Boston trade unions signed the Boston Compact, a formal agreement to improve the education and work prospects of Boston's youth. According to the Compact, businesses would hire four hundred graduates from the class of 1983 and within two years increase that number to one thousand if students could meet entry-level requirements. Schools, in turn, would reduce high school absentee and dropout rates by five percent annually, raise academic standards, and increase by five percent annually the number of students who either took a job or went to college after graduation. This case study examines the events leading up to the Compact and the outcomes through the end of the 1986 school year. It leads users to examine the political and social factors associated with the plan. (37 pages, $4.00)

Collaboration

Illinois State Board of Education. (1988). ***Assisting high-risk students in goal attainment: A support team approach***. Springfield: Author.

Barriers to educational attainment that adults may encounter, in addition to learning difficulties, include factors of health, family, substance abuse, financial, and legal complications. To bring together resource people from community and social service agencies to work as a team to aid highest-risk clients in establishing and attaining their goals is to properly address the cycle of failures experienced by many of these adults. With the aim of identifying a model which would free clients from the confusion of dealing with separate agencies, this project focuses on experimentation with various strategies, including group staffings and tracking of students. Recommendations for improving assistance to this special population are provided in the text so that service providers may consider program adjustments and community-wide collaboration to unify and enhance their efforts to serve disadvantaged adults. Forms and other relevant information related to the project are included in the appendices. (42 pages)

Business/Education Collaboration

McMullan, B. J., & Snyder, P. (1987). ***Allies in education: Schools and businesses working together for at-risk youth*** (Vol. 1). Philadelphia, PA: Public/Private Ventures.

An analysis of nine school/business collaborations is presented in this report based on a three-year study Public/Private Ventures began in 1984. The report considers the importance, impact, and potential of such partnerships, especially as they relate to at-risk youth. These nine school/business partnerships were chosen because they represent a wide variety of approaches and have reputations for achievement. Chapter I contains an introduction and background information. Chapter II places the recent school/business collaboration phenomenon in the broader context of partnerships between education and business during this century. It also describes findings from the reconnaissance efforts conducted in 1984. Chapter III characterizes the activities and interventions collaborative programs have undertaken, while Chapter IV reviews program management structures, noting the close links between the conditions that caused the partnership to develop and the organizational structure that was adopted. Chapter V describes the effects of school/business collaborations on students, schools, education in general, and business participants. The volume concludes with a discussion of the implications of findings for existing school/business collaborative efforts and identifies a series of issues and policy options that such efforts will face in the future. (74 pages, $12.50)

Business/Education Collaboration

Reynolds, D. F. (1984, January). ***Replication guide for the Peninsula Academies***. Palo Alto, CA: American Institutes For Research.

Based on the successful Philadelphia Academies program, which opened its first academy in 1969 and now serves over six hundred students annually, the Peninsula Academies program is a partnership that has completed its first years with positive results for both students and business. The Academies present a successful model of school-business collaboration that is unique in its dedication to the prevention of unemployment among disadvantaged youth through intervention at the high school level. The experiences of the Academies are shared in the guide, so that other school-business partnerships may learn from them and, in so doing, breathe new energy into public education and the American economy. The first six sections of the guide describe the structure and functioning of the Peninsula Academies as they currently operate. In the final section, specific replication tasks are outlined, budgeting considerations are raised, and problems and solutions are discussed. (112 pages, $17.20)

Intercollaborative Process

Robinson, E. R., & Mastny, A. Y. (1989). ***Linking schools and community services: A practical guide.*** New Brunswick: Rutgers, The State University of New Jersey, Center for Community Education.

This handbook was prepared as part of the project "Linking Schools and Community Services." Through the development of an interagency system to link schools and local human service agencies, the project sought to strengthen the ability of public schools to respond to the interrelated social and psychological needs of children. The handbook describes the intercollaborative process of social problem solving involving public and private agencies, interested individuals, public officials, and policymakers. The outcome is an ongoing working relationship between schools and the human service agencies in a community. (62 pages, no charge)

Demonstration Project

70001 Training & Employment Institute. (1988, September). ***Believing once again: Solutions addressing the plight of challenged youth.*** Washington, DC: Author.

This document describes a demonstration project addressing the needs of disconnected youth funded by the Department of Labor and undertaken by the 70001 Training and Employment Institute. Included in the document are the purpose of the Disconnected Youth Demonstration Project, issues and goals, results, program features, and recommendations for replication. (20 pages)

Service Strategies

Smith, T. J., Moorhouse, M., & Trist, C. (1988). ***A practitioner's guide: Strategies, programs, and resources for youth employment development*** (rev.). Philadelphia, PA: Public/Private Ventures.

Designed for use by those who plan and operate employment, training, and education programs, this newly revised publication describes eight service strategies that form the heart of an effective system for serving at-risk youth. Each strategy is illustrated with programs that show how it has been implemented. The program models described aim at building the core competencies of basic skills, pre-employment skills, work maturity, and occupational training. There is an emphasis on *matching*: ensuring that the right youth are directed to the right programs at the most opportune times. For this to happen, there must be firm ties between schools, training institutions, and community-based organizations. Research reports and current program contacts are listed for those wanting more detailed information about particular programs. (92 pages, $10.00)

OCCUPATIONAL EXPERIENCE

Outcomes

Campbell, P. B. (et al.). (1986). ***Outcomes of vocational education for women, minorities, the handicapped, and the poor.*** Columbus: Ohio State University, Center on Education and Training for Employment. (ERIC Document Reproduction Service No. ED 266 315)

This study investigated interrelationships between educational background and membership in "groups of special interest"—women, blacks, Hispanics, Native Americans, Asians, persons of low socioeconomic status (SES), handicapped individuals, and persons with limited English proficiency. The secondary vocational education curriculum attracted, in disproportionate numbers, youth with low SES, lower ability, and feelings of personal inadequacy. Within the vocational education curriculum were pronounced gender differences by specialty. The likelihood of continuing education beyond high school was significantly greater for youths of higher SES, greater ability, and higher self-esteem. A secondary vocational curriculum paid off in earnings for youth subsequently employed in jobs related to training. Significant gender differentials in earnings existed. Regarding race and ethnicity, no statistically significant earnings differentials favored whites. Policy measures were implied by the absence of racial labor market discrimination, absence of racial and ethnic earnings differentials, and overrepresentation in vocational education of students with low self-esteem and their subsequent lower educational and labor market achievement. (248 pages)

Workforce Strategies

Charner, I., & Fraser, B. S. (no date). ***Youth and work: What we know, what we don't know, what we need to know.*** Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family, and Citizenship.

This study reviews research and literature addressing the impact of growing numbers of teens in the workforce. Patterns of student participation in work activities, attitudes towards participation in work activities, the nature of student work experiences, the roles and responsibilities of youth in their jobs outside of school, and the effects of student participation in work activities are examined. Research, policy, and program recommendations are included. (107 pages, $10.00)

State-Level Activities

Flakus-Mosqueda, P. (1987). ***Youth employment and career education*** (Publication No. AR-87-56). Denver, CO: Education Commission of the States (ECS) Distribution Center.

This summary identifies state responses to the youth unemployment problem survey conducted during the summer and fall of 1987. The major types of state youth employment and work education activities include work experience and training, jobs as incentives, and task forces and planning activities. Descriptions of these programs are included. The survey concludes that employment procurement and job-skills training are integral elements in almost any program that seeks to address the needs of at-risk youth. (5 pages, $2.00)

JTPA Amendments

Gainer, W. J. (1989, May). ***Senate Bill 543: The Job Training Partnership Act youth employment amendments of 1989*** (GAO/T-HRD-89-18). [Statement before the Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, United States Senate.] Washington, DC: U.S. General Accounting Office.

Senate Bill 543 would make changes to both the adult and youth titles of the Job Training Partnership Act (JTPA). This testimony highlights five areas of proposed change: (1) Better targeting of resources would require a clear definition of the term "hard to serve" and the establishment of a performance standard for measuring service to that group. (2) Basic skills training for JTPA participants is emphasized with a suggestion that Congress consider requiring local programs to not only assess the need for such training but insure that it is also made available. (3) In the area of long-term training and placements, GAO suggests the bill be modified to emphasize long-term training in moderate or high skill occupations. This emphasis, coupled with the performance standard proposed by the bill, should contribute to the goal of long-term placements. (4) Consistent and reliable data is needed. GAO suggests that S.B. 543 include a provision that certain data needed for program management and oversight be collected and reported. (5) Regarding increased support services, GAO believes the current legislation gives service delivery areas sufficient flexibility in this area and recommends that Congress be cautious in increasing funding for support services because this could result in JTPA's current successful emphasis on training being altered. (16 pages, no charge)

Work Experience Programs

Hartley, N., & Lehmann, J. (1989, April). ***Resource guide to work experience programs.*** Fort Collins: Colorado Community College and Occupational Education System.

This manual is designed for professionals who will be starting new work experience programs and for those who want to enhance their current programs. It is also intended to assist local educational agencies in planning, developing, implementing, and evaluating work experience programs. The work experience program is seen as a means to prepare students with special needs for employment. It is particularly helpful for students who are not successful in school, may not be looking at postsecondary education, are in need of a job to stay in school, are potential dropouts, or may have difficulty acquiring employment without assistance. Chapters in the manual include Work Experience Programs, Teacher-Coordinator, Vocational Assessment, Program Implementation, Placing Students on the Job, Transition, Advisory Committee, Public Relations, Related Legislation, and Program Evaluation and Reporting. The manual design, a three-ring notebook with pages numbered by chapter and page, facilitates the addition of updated materials on a regular basis and is meant to become the coordinator's handbook for implementation of Work Experience Programs. (280 pages, $20.00; available from Vocational Special Needs School of Occupational & Educational Studies, Colorado State University)

JTPA Activities Review

Levitan, S. A., & Gallo, F. (1988). ***A second chance: Training for jobs.*** Kalamazoo, MI: W. E. Upjohn Institute for Employment Research.

This book scrutinizes the activities funded under the JTPA. A brief review of past federal training and employment assistance for the poor and unemployed is provided followed by an analysis of each major component of JTPA. Included in the assessment are year-round programs for adults and youth, summer jobs for youth, assistance for dislocated workers, the Job Corps for severely disadvantaged youth, and training programs for Indians and farmworkers. The authors stress the need for increased funding and more vigorous federal direction to make JTPA more effective and conclude their analysis with several specific recommendations for improving the program. (220 pages, $15.95)

Enhancing Employment and Education Opportunities

Martin, L. G. (1987). ***Youthful high school noncompleters: Enhancing opportunities for employment and education*** (Information Series No. 316). Columbus: Ohio State University, Center on Education and Training for Employment.

This monograph reviews the employment problems and needs of youthful non-completers, examines exemplary educational and training programs, and offers recommendations for enhancing employment and education opportunities. The first section discusses high school non-completion as a national problem, exploring the scope and consequences of school non-completion. Section two provides an overview of the types and levels of effectiveness of employment and training programs and a case history of one exemplary program. Section three provides an overview of the types and levels of effectiveness of adult literacy programs and a case history of one exemplary adult basic education program. Section four identifies the types of alternative high school programs and provides a case history of one exemplary program. Section five provides a summary of the extent to which the education and learning needs of out-of-school youthful non-completers are currently being addressed. It also makes the following recommendations for enhancing the opportunities for the employment and education of this population: (1) guarantee continuous funding from federal, state, and/or local sources as long as the programs demonstrate success; (2) create a point system for increased financial rewards for programs that successfully recruit and retain out-of-school youthful non-completers; (3) encourage programs to develop strong formal and informal linkages with community-based organizations to address two of the major problems of youthful non-completers: low family income and a lifestyle and family history of social isolation; (4) strengthen the loose network of programs that serve youthful non-completers to form a comprehensive network of services; and (5) encourage research to develop a greater understanding of the appeal of different types of programs to youthful non-completers. (59 pages, $7.00)

Employability Assessment

Morris, R., Strumpf, L., Curnan, S., & Rothstein, F. R. (Ed.). (1988, May). ***Using basic skills testing to improve the effectiveness of remediation in employment and training programs for youth*** (Publication No. RR-88-05). Washington, DC: National Commission for Employment Policy.

The purpose of this paper is to assist the JTPA community in making informed decisions when selecting employability assessment tools. The focus is primarily on assessing the basic skills

of youth because when the demographics are reviewed, they underscore that it is this part of the new labor force which puts the economy most at risk of non-competitiveness. This paper provides comparative information on some of the most widely used basic skills assessment strategies within the JTPA system, examples of how assessment data can be used to improve program planning and participant impact, and policy recommendations for consideration at the state and local level. The goal of this paper is not to make the reader a testing expert, but, rather, to assist in decision making on how to provide quality services to youth.

It is the opinion of the authors that the following policy recommendations, if implemented, could move the employment and training system toward the development of relevant, employment-related, basic skills tests. These recommendations include establishing a common definition of "employability" based on basic education skills and work maturity deficiency levels, rather than on acquisition of the high school diploma; requiring that JTPA youth employment competency systems provide a combination training program of basic education skills and either pre-employment, work maturity, or job-specific skills to ensure that "employment competent" includes at least a locally acceptable snapshot of employment-related basic skills; requiring SDAs to report basic skills information through the management information system; and developing a performance standard that measures outcomes for young people who are most at risk of remaining structurally unemployed because of their lack of both basic education skills and work maturity skills in order to enable states to provide incentive funds to SDAs which serve those individuals. (78 pages, no charge)

Voc-Ed and Training

Selden, R., & Martella, J. (1989, July). ***A concern about vocational education and job training for at-risk youth***. *CONCERNS*, XXVII.

This issue looks at the success rate of education and training institutions with individuals at risk of dropping out of school. After an overview of this issue, the context for reform in vocational education and training; changes in vocational education and employment training policy; and collaboration and coordination efforts among education, job training, social services, and business sectors are discussed. (22 pages, no charge; available from the Council of Chief State School Officers, Washington, DC)

GENERAL BACKGROUND LITERATURE CONCERNING STUDENTS AT RISK

Educational Issues and Recommendations

Bishop, J. (1988). *Vocational education for at-risk youth: How can it be made more effective?* In ***School to work transition services for disadvantaged youth***. Ithaca, NY: Center for Advanced Human Resource Studies.

The first part of this paper is a review of research on the effects of various types of vocational coursework on dropout rates, probabilities of employment, earnings, productivity, and basic skills. Part II presents a series of recommendations for improving vocational education's contribution to the successful labor market transition of disadvantaged youth. Recommendations for changes in vocational education include the following: counseling before entry into occupationally specific programs, expanding cooperative education, developing a strong basic skills foundation, honoring academic achievement, helping students obtain good jobs, and restructuring state funding formulas to promote effective service to the disadvantaged. (45 pages)

Issues and Recommendations

Bruckerhoff, C. (1988, May). ***Removing the stigma of disadvantage: A report on the education and employability of 9 to 15 year old youth 'at risk'*** (Research Report No. 88-09). Washington, DC: National Commission for Employment Policy.

This report examines the following issues and problems of at-risk youth who are nine to fifteen years old: compulsory attendance laws, education, and adulthood; school programs and education; demographics; developmental characteristics; patterns of behavior leading to academic success or failure; academic achievement; and school/community efforts and the at-risk youth. The results of this study corroborate findings reported elsewhere.

Recommendations for policymakers concerned with disadvantaged youth include restructuring public schools; designing and implementing a differentiated public school curriculum; improving competencies in basic skills; providing occupation and career orientation programs in the schools; establishing networks of educational and social welfare programs; broadening opportunities for disadvantaged youth to obtain regular jobs; and promoting interest in lifelong learning among disadvantaged youth. Disadvantaged youth need coordinated programs of assistance which deal in with their development of basic academic and occupational skills. The results reported here argue that many corrective measures are

required now to help these youth to become employable, productive, and satisfied adult citizens of this nation. (74 pages, no charge)

Trends and Issues in Voc-Ed

Budke, W. E. (1988). ***Trends and issues in vocational education 1988*** (Information Series No. 334). Columbus: Ohio State University, Center on Education and Training for Employment.

Knowledge of trends and critical issues in vocational education provides direction for the development of programs and policy. The author sketches the background of the vocational education and training enterprise and reviews the social, economic, and technological forces that are changing the context in which it operates. He describes three major trends in vocational education in the 1980s: an impetus for reform, changing administrative and institutional roles, and access. Within the framework of these broader trends, specific issues confronting vocational educators are discussed: at-risk populations, teacher preparation, basic skills improvement, dropout prevention, program articulation, partnerships, technology, higher-order thinking skills, academic credit, and elementary school vocational education. (32 pages, $4.75)

Educational Issues

Butler-Nalin, P., & Padilla, C. (1989, March). ***Dropouts: The relationship of student characteristics, behaviors, and performance for special education students.*** Paper prepared for 1989 meeting of the American Educational Research Association, San Francisco. Menlo Park, CA: SRI International.

This paper addresses the gap in the knowledge base concerning school completion of special education students. The discussions are based on an analysis of the data from the National Longitudinal Study of Special Education Students sponsored by the Office of Special Programs of the U.S. Department of Education. A brief background of the secondary special education population is provided followed by a description of the incidence and reasons for dropping out among youth with disabilities. A multivariate analyses of factors associated with dropping out and implications of the findings are also included. It concludes with a discussion of the implication of the study. (41 pages, no charge)

Dropout Prevention Strategies

Careaga, R. (Comp.). (1988). ***Keeping limited English proficient students in school: Strategies for dropout prevention*** (Program Information Guide Series No. 7). Washington, DC: National Clearinghouse for Bilingual Education.

This guide aims to provide practitioners with strategies that motivate and help limited-English proficient (LEP) students to continue their education at least through high school. Topics covered include remedial language and content area instruction, career awareness, self-development activities and guidelines, and parental involvement strategies. (20 pages, $2.50)

State Activities

Council of Chief State School Officers. (1987). ***Children at risk: The work of the states***. Washington, DC: Author.

This report addresses the needs of at-risk children and youth. It presents the findings of two national surveys administered to State Education Agencies in all fifty states, the District of Columbia, Guam, and the Virgin Islands and the directors of sixty-nine programs identified by the states and territories as successful in serving the needs of at-risk youth. The introduction describes the nature of the problem, obstacles to meeting the needs of at-risk students, and general strategies for effective programs. The second section presents a set of recommended goals and activities to be pursued by the Chief State School Officers. These recommendations emerged from the deliberations of the Study Commission at its annual meeting in September 1987. The third section summarizes current state activities on behalf of at-risk children and youth. The report concludes with examples of successful programs for at-risk children and youth. (11 pages)

Dropout Prevention for Girls

Earle, J., Fraser, K., & Kysilko, D. (1987). ***What's promising: New approaches to dropout prevention for girls***. Alexandria, VA: National Association of State Boards of Education.

Programs and state policy initiatives that show promise in helping young women complete their education are described in this paper. Ten specific recommendations for helping at-risk girls and examples of programs utilizing these approaches are included. This report is the second in a series of two papers on at-risk females and promising approaches to helping them stay in school. The first paper, *Female Dropouts: A New Perspective*, was published in the spring of 1987 and describes the particular causes and consequences of female dropout. (33 pages, $6.00)

Effective Strategies for Female Dropouts

Earle, J., Roach, V., & Fraser, K. (1987). ***Female dropouts: A new perspective.*** Alexandria, VA: National Association of State Boards of Education.

This report describes findings on issues, programs, and policies related to girls and dropout prevention. Why girls are at risk, why they drop out, the consequences of dropping out, the components of good programs, and a series of policy options for local- and state-level personnel are included. This report is the first in a series of two papers on at-risk females and promising approaches to helping them stay in school. The second paper, *What's Promising: New Approaches to Dropout Prevention for Girls*, includes recommendations for state and local action to address the female dropout problem. (23 pages, $3.00; available from WEEA Publishing Center, Newton, MA)

Social Policy Recommendations

Ford Foundation, Project on Social Welfare and the American Future. (1989, May). ***The common good: Social welfare and the American future. Policy recommendations of the Executive Panel.*** New York, NY: Author.

This report, prepared by the Executive Panel after a three-year study, offers a comprehensive set of specific recommendations for a thorough overhaul of social policy in America. The report examines the social welfare system as a whole. It also acknowledges the interdependence of all age groups and the fact that needs change during the course of a lifetime. The Executive Panel found that although the social welfare system was essentially well conceived, many aspects are now outdated or insufficient to meet the challenges and needs of millions of Americans. The panel proposed a comprehensive set of specific recommendations that together would fundamentally reform and modernize social policy in the United States. The report is organized according to the sequential stages of human life: infancy and childhood, young adulthood, the working years, and old age. Of special interest is the panel's examination of the problems disadvantaged teens face in making the transition from school to work and emphasized that growing numbers of young Americans are trapped by a web of interconnected problems: leaving school early, teen parenthood, welfare dependency, joblessness, delinquency, drug use, and an unstable family life. The report urges that current federal government spending for youth programs be sustained, or in some cases, restored, and urged local communities to take prime responsibility for designing and coordinating programs to prepare young people for the job market. A number of successful programs that can serve as models is described.

While it does not offer quick or painless solutions to the problems and failures of the nation's welfare system, it does provide the framework for a national discussion and the development of a consensus on how to bring that system into line with the changing needs of American society. (102 pages, no charge)

Federal Policy Recommendations

Goodwin, D. (1989). ***Final report, volume IV: Postsecondary vocational education.*** Washington, DC: U.S. Department of Education, National Assessment of Vocational Education.

Postsecondary vocational education, which pays off in economic terms through likelihood of employment and higher wages, is a growing enterprise with a total of 4.3 million students. The major problem facing postsecondary vocational education is that many students do not stay in school long enough to receive in-depth training. This report identifies non-completions and limited course-taking as serious problems for all groups of students, particularly for special population groups. It recommends that federal policy in postsecondary vocational education have three major goals: (1) improve rates of program completion and placement, (2) provide special assistance to at-risk populations, and (3) improve the transition from secondary to postsecondary vocational education. To achieve these goals, NAVE recommends utilizing resources provided by the Carl D. Perkins Vocational Education Act for state-level development of indicators to measure the performance of postsecondary vocational institutions in the area of labor market outcomes, learning outcomes, and educational attainment, with federal funds to be allocated on the basis of performance, including creation of extra incentives to improve outcomes for students at risk. (129 pages, no charge)

Forgotten Half

Grant, William T. Foundation Commission on Work, Family, and Citizenship. (1988, January). ***The forgotten half: Non-college youth in America.*** Washington, DC: Author.

This interim report on the school-to-work transition includes the Commission's perspective on young Americans and its rationale for the goals and priorities in public policy and private practice found throughout the study. It covers the new economic realities which make it more difficult than ever for young people to make a successful transition to self-sufficient family life or independent living. Chapters 3-7 contain an analysis of ways, both old and new, to improve the school-to-work transition, including a presentation of the Commission's case for additional public funding of proven programs for children and youth. (98 pages, $5.00)

Investing in Youth

Grant, William T. Foundation Commission on Work, Family, and Citizenship. (1988, November). ***The forgotten half: Pathways to success for America's youth and young families. Final report.*** Washington, DC: Author.

This Final Report concludes the study of *The Forgotten Half: Non-College Youth in America.* The report reaches beyond the boundaries of school and work into the families and communities where young people learn the lessons and dreams of adulthood. It outlines the profound social and economic changes that have altered the shape and sometimes challenged the effectiveness of America's two central social institutions: family and community. The document features not only diagnoses for treating youth in trouble, but prescriptions to foster the healthy development of all youth and to prevent trouble from occurring. The Commission's perspective is straightforward: As partners in today's world, and shapers of tomorrow's, young people deserve our respect, as well as greater attention to their most pressing needs. The Forgotten Half particularly deserves greater public and private investments in its future—investments that will benefit all Americans. This report suggests four major strategies to help young people in the Forgotten Half regain hope for the future and make a successful entry into the adult world: (1) enhance the quality of youth-adult relationships, both in and out of the family; (2) expand community supports, with an emphasis on youth service and youth leadership activities, to help integrate all young people into their communities and the nation; (3) extend and improve current employment opportunities for more non-college-bound youth; and (4) take a long stride toward more equitable youth education and training policies with a proposed new Fair Chance: Youth Opportunities Demonstration Act. (202 pages, $5.00)

Program Effectiveness

Hayward, B. J., Adelman, N. E., & Apling, R. N. (1988, February). ***Discussion papers for the National Assessment of Vocational Education. Exemplary secondary vocational education: An exploratory study of seven programs.*** Washington, DC: National Assessment of Vocational Education, U.S. Department of Education.

Among the investigations commissioned by the NAVE to address the information needs of Congress was a small exploratory study of exemplary secondary vocational education. This report includes (1) a discussion of the study purposes and methods, (2) a synthesis of major findings, and (3) case studies of seven effective secondary vocational education schools or programs. Chapter I provides an overview of the study's purposes and methods. Chapter II contains study findings on program effectiveness, program evaluability, program replication or adaptation, and responses to the educational challenges of the 1980s. The following were identified as

the chief characteristics of program effectiveness for secondary vocational programs: (1) clear and uniform understanding among administrators, teachers, parents, and students concerning the chief goals of secondary vocational education in a particular setting; (2) consistent attention to the development of student self-esteem; (3) strong program or school leadership, which is characterized by creativity, flexibility, and commitment to vocational education as an integral component of secondary education; (4) inclusion of employability skills development as a key component of vocational curricula; (5) presence of a strong cooperative education component that provides students with support as they make the transition from school to work; and (6) implementation of strategies to provide effective programs for special needs students, including students who are handicapped, economically or educationally disadvantaged, limited-English proficient (LEP), or disaffected. The remaining chapters present components of the case studies according to the following types of delivery systems: comprehensive high school, school-within-a-school model, specialty vocational high school, area vocational-technical center, and rural vocational education program. (225 pages, no charge)

Access

Hayward, B. J., & Wirt, J. G. (1989, August). ***Final report, volume V: Handicapped and disadvantaged students: Access to quality vocational education.*** Washington, DC: U.S. Department of Education, National Assessment of Vocational Education.

This report describes the access of handicapped and academically disadvantaged high school students to vocational education and analyzes the quality of the programs in which these students participate. Questions addressed include whether handicapped and academically disadvantaged students have access to a full range of high-quality vocational programs, how demographic characteristics affect such access, to what extent vocational programs and course-taking options differ across schools, and implications of the findings for the targeting of federal resources. Recommendations include expansion of female handicapped and disadvantaged students' enrollments in non-traditional programs, increased participation in cooperative education, emphasis on expanding placement activities, targeting of funds for schools with high concentrations of special needs students, and availability of occupationally specific programs in area vocational schools, particularly for female and minority students. (100 pages, no charge)

Hispanic Youth

The Hispanic Policy Development Project. (1988). ***Closing the gap for U.S. Hispanic youth: Public/private strategies.*** Washington, DC: Author.

This report calls for a nationwide effort concerning problems of Hispanic and other at-risk youths in education and the workforce. It looks at the circumstances of non-college-bound youth and focuses specifically on Hispanics as one of the nation's largest, youngest, fastest growing, and most at-risk populations. The report presents data on the potential and status of Hispanic youth, and explores a number of options and practical next-steps for the consideration of the public and private sectors to ensure that Hispanics are integrated into the new workplace. A call to action, Partners in Education (PIE), precedes the report. This national initiative is designed to mobilize the will and resources of Business, Labor, and Government. This interagency effort is intended to close the education and employment gaps that condemn the increasing number of non-college-bound youth (Hispanics, Blacks, and others) to bleak futures outside the economic mainstream. (47 pages, no charge)

Analysis of Future Job Market

Johnston, W. B., & Packer, A. H. (1987). ***Workforce 2000: Work and workers for the twenty-first century.*** Indianapolis, IN: Hudson Institute.

The purpose of this research study is to furnish basic intelligence on the job market that can be used in evaluating the adequacy of current public policies and, where needed, undertaking new policy initiatives. Four key trends will shape the last years of the twentieth century: (1) the American economy should grow at a relatively healthy pace; (2) U.S. manufacturing will be a much smaller share of the economy in the year 2000; (3) the workforce will grow slowly, becoming older, more female, and more disadvantaged; and (4) the new jobs in service industries will demand much higher skill levels than the jobs of today. If the United States is to continue to prosper, policymakers must find ways to stimulate balanced world growth; accelerate productivity increases in service industries; maintain the dynamism of an aging workforce; reconcile the conflicting needs of women, work, and families; integrate black and Hispanic workers fully into the economy; and improve the educational preparation of all workers. While these are not the only items on the nation's agenda between now and the year 2000, they are certainly among the most important. More critically, they are issues that will not go away by themselves. If nothing unusual is done to focus national attention and action on these challenges, they are likely to be still unresolved at the beginning of the next century. By addressing them now, the

nation's decision makers can help to assure the goal of an economically competitive America that fully utilizes the talents and skills of all its citizens. (117 pages)

Appropriate Educational Services

Lichtenstein, S., & Zantal-Wiener, K. (1988). ***Special education dropouts*** (ERIC Digest No. 1451). Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children.

The problematic issue of the provision of educational services to a substantial number of students with handicaps is highlighted in the overview. The characteristics of this increasing population is provided, as well as implications and recommendations for educational policy and practice. (1 page, no charge)

Access

Lytle, J., & Penn, W. (1986, November). ***A study of special education: Views from America's cities.*** Philadelphia, PA: Research for Better Schools.

Special education operations in thirty-five member districts were surveyed in this study sponsored by the Council of the Great City Schools. The descriptive results deal with several themes, including limited participation in vocational education programs. Among the study's findings were the conclusions that increasing numbers of at-risk students were referred to special education due to lack of options in regular programs and that better access to vocational programs is needed by handicapped students. Other study findings relate to enrollment variations between special education programs, involvement in district decision making, and evaluation of special education programs in terms of outcomes. (71 pages, $30.00)

Education Reform Effects

McCormick, K. (1989, January). ***An equal chance: Educating at-risk children to succeed.*** Alexandria, VA: National School Boards Association.

Efforts to reform school programs through higher standards and improved teaching have had the unintended effect of leaving behind the students most in need of help in meeting these higher standards. This report is a comprehensive review of factors affecting students in danger of dropping out, a summary of the research on dropouts, and a look at policy implementation for local school boards. Strategies for dropout prevention and recovery are detailed, along with the components of an effective program. Suggestions offered for immediate assessment of local programs are supplemented by an assessment instrument in Appendix 3. Examples of

effective systemwide and individual programs are given, with contact persons for further information. (44 pages, $5.00)

Educational Issues

Miller, J. V., & Imel, S. (1987, January). ***Some current issues in adult, career, and vocational education.*** Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service No. ED 281 899)

Four representative issues affecting the fields of adult, career, and vocational education are examined. These issues revolve around the following questions: (1) What career-related curriculum should be incorporated into the new basics? (2) What contributions can vocational and career education make to reducing the dropout rate? (3) How can articulated secondary-postsecondary programs support high-quality occupational training? and (4) How can literacy programs increase the literacy rate among adult Americans? Effective and innovative programs that are currently addressing those questions are discussed. These issues are representative of various educational levels and grow out of the following three major trends: (1) a changing workplace and its effects on occupational and educational requirements, (2) the growing concern for reaching disconnected youth and adults, and (3) the current emphasis on educational excellence. This report attempts to clarify the context surrounding each of the four issues, to describe emerging and promising educational approaches, and to suggest future directions needed to strengthen research, development, dissemination, and implementation. References are included. (23 pages)

Hispanic Youth

Miller, S. M., Nicolau, S., Orr, M. T., Valdivieso, R., & Walker, G. (1988). ***Too late to patch: Reconsidering second-chance opportunities for Hispanic and other dropouts.*** Washington, DC: Hispanic Policy Development Project.

This report includes the results of a survey that investigated the experience of the JTPA's Private Industry Councils in thirty markets that have large Hispanic populations. The report seeks to identify the obstacles that have made it difficult for JTPA to serve at-risk youth, as well as the more general problems that impede the progress of Hispanics in and out of school. The report describes gaps in service and support, and explores strategies and options that can integrate more Hispanic young people into stable sectors of the workforce. (115 pages)

Perkins Implementation in States and Localities

Muraskin, L. D. (1989, May). ***Final report, volume II: Implementation of the Perkins Act.*** Washington, DC: U.S. Department of Education, National Assessment of Vocational Education.

The primary goals of the Carl D. Perkins Vocational Education Act are to improve and modernize vocational education to meet the needs of the workforce, to promote economic growth, and to assure that students have access to quality vocational education programs. This report examines the implementation of the Perkins Act in states and localities, seeking to determine how well legislative goals have been translated into practice and describing the actual results of funds distribution. Through a set of secondary and postsecondary case studies in eighteen communities conducted during the 1986-87 school year, a set of nine state-level and three community-level case studies during the 1987-88 school year, and a survey of local vocational education practices conducted in eighteen states during 1986-87, potential problems in the Perkins Act's implementation are identified. Actual results of the distribution of funds are examined—how the resources have been used, by whom, and in what settings. Along with summarizing the findings and assessing the amount and appropriateness of the services provided, a set of policy recommendations designed to strengthen the provisions of the current Perkins Act is provided. (162 pages, no charge)

Status of Voc-Ed and Federal Role

National Assessment of Vocational Education. (1989, July). ***Final report, volume I: Summary of findings and recommendations.*** Washington, DC: U.S. Department of Education.

This report is the first of five volumes summarizing a series of studies commissioned by the NAVE. The purpose of this assessment was to provide information that would help Congress in reauthorizing federal vocational education legislation. The study was also designed to inform educators and policymakers at all levels about the size, scope, organization, and effectiveness of vocational training and the relationship between federal vocational education policy and local practice. The status of vocational education at the secondary and postsecondary level is examined. The federal role in vocational education and policy recommendations are discussed.

Based on the analysis of the status of secondary vocational education, NAVE has identified the following six primary objectives for federal policy: (1) revise and rebuild the high school vocational curriculum to upgrade skill levels, (2) integrate high school

academic and vocational curricula, (3) accelerate the education of at-risk students, (4) expand efforts to place students in good jobs, (5) improve linkages between secondary and postsecondary training, and (6) raise the quality of vocational programs in schools with high concentrations of poor and low achieving students.

With regard to postsecondary vocational education, NAVE recommends that states use the Perkins Act funds to develop a system of performance-based incentives keyed to three areas of performance: educational attainment, occupational competencies, and labor market outcomes. They recommend that performance incentives replace the current emphasis in inputs and process in the Perkins Act with financial incentives based on student outcomes. (145 pages, no charge)

Educational Issues

Ranbom, S. (1986). ***School dropouts: Everybody's problem***. Washington, DC: Institute for Educational Leadership.

Summarized in this report are the proceedings of a conference on school dropout programs sponsored by the Carnegie Corporation. The report provides an overview of the dropout problem for a general audience. Dropout prevention strategies and model programs are discussed. Recommendations include reduction of teacher workloads, competency-based promotion, summer programs, and individualized basic skills training combined with work-related projects. The report also discusses how schools can develop closer links with job-training programs. (58 pages, $6.00)

Nature of Federal Initiatives

Reingold, J. R., & Associates, Inc. (1987, June). ***Current federal policies and programs for youth***. Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family, and Citizenship.

The purpose of this publication is to provide a sense of the extent and nature of federal initiatives on behalf of youth. This review includes a survey of current federal programs and initiatives in five major agencies: The U.S. Department of Labor, The U.S. Department of Health and Human Services, The U.S. Department of Education, The U.S. Department of Justice, and The U.S. Department of Defense. Information on the Job Training Partnership Act (JTPA), Vocational Rehabilitation grants, and work-study supplemental grants are included. (41 pages, $5.00)

Education Reform

Smith, R. C., & Lincoln, C. A. (1988, July). ***America's shame, America's hope: Twelve million youth at risk.*** Chapel Hill, NC: MDC, Inc.

This report is an inquiry into the education reform movement of the 1980s with at-risk youth as the frame of reference. An at-risk youth is one who has left school or is predictably in danger of leaving school without the skills to be a productive and self-reliant citizen and to succeed in today's workplace and, hence, in society. Each year nearly one million youth drop out of school. At the same time, by 1990, three out of four jobs will require educational or technical training beyond high school. Although public recognition of the depth of the problem has begun to grow, during the 1980s the federal commitment to education declined in real dollars by twenty-three percent. At present, the federal commitment is sufficient to serve only one out of every five low-income children in need of pre-school education; two out of every five children in need of remediation; one out of every four children in need of bilingual education; and one out of every twenty youth in need of job training. State and local spending for public schools has increased; however, the bulk of this money has gone to improving teacher salaries and lengthening the school day or school year. If one looks closely at the states, and at the processes and programs in place, it becomes clear that in many places progress is being made, that we know how to teach at-risk youth, and that the means to this end turn out to work for all youth. This report underlines a belief that the most formidable barriers to assisting at-risk youth do not concern lack of money, but failure to perceive them as in need of specific long-term attention, resistance to institutional change at the state and local levels, and an absence of genuine leadership at the federal level. (65 pages)

Reentry Programs

Thiel, K. (no date). ***Reentry programs for dropouts in adult settings*** (ERIC Digest No. 45). Columbus: Ohio State University, ERIC Clearinghouse on Adult, Career, and Vocational Education.

The characteristics of dropouts and the types of programs that are available to out of school youth are identified in this Overview. Programs sponsored by technical schools, outreach programs, and continuing education high school settings are discussed. The characteristics of successful programs are highlighted. Additional references are included. (1 page, no charge)

Retention Strategies

Tindall, L. W. (1988). ***Retaining at-risk students: The role of career and vocational education*** (Information Series No. 335). Columbus: Ohio State University, Center on Education and Training for Employment.

The problems encountered by at-risk youth are community, state, and national concerns. To address education's response to those concerns, the author reviews the literature on retaining at-risk youth and motivating them to return to school. He examines the causes of at-risk status and their implications for the United States labor force. Vocational and non-vocational strategies and exemplary programs for serving at-risk youth are described. Finally, the key professional and personal roles that career and vocational educators can play are discussed, emphasizing the need for comprehensive programs that involve business, education, and community agencies. (48 pages, $6.00)

Dropout and Retention Rates

U.S. Department of Education, National Center for Education Statistics. (1989, September). ***Dropout rates in the United States: 1988***. Washington, DC: Author.

This report was prepared in compliance with the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297) which mandates that an annual report on dropout and retention rates be prepared for the appropriate committees of Congress. The report focuses on two dimensions of the dropout issue: the extent of the problem and the identification of those students who are most likely to drop out. The introduction provides background information and defines three different types of dropout rates—event, status, and cohort rates. Separate chapters address the two major issues for each of the different types of dropout rates. A fourth chapter presents information about dropouts who return to complete their high school education. A final chapter summarizes the findings, highlighting similarities among the different rates. Additional tables and technical materials are presented in appendices. (100 pages, $5.00; available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC)

Local School Dropout Programs Survey

U.S. General Accounting Office. (1987, July). ***School dropouts: Survey of local programs*** (GAO/HRD-87-108). Washington, DC: Author.

Two bills placed before Congress in July 1987 (H.R. 5 and S. 1420) call for federal funding of local school dropout programs and data collection efforts. At the request of the Congressional Subcommittee on Elementary, Secondary, and Vocational

Education, the U.S. General Accounting Office (GAO) surveyed local school dropout programs to determine who is being served by local dropout programs, the assistance being provided that local program officials believe is important for success, and how the dropout problem at the local level is being addressed. The GAO also reviewed the quality of local dropout data.

The programs surveyed showed several basic patterns: (1) they are targeting poor and minority teenagers who have multiple problems; (2) they customarily provide multiple services, with most at-risk youth receiving some type of basic education, counseling, and social service assistance; and (3) program elements which influence dropout reduction include a caring and committed staff, a safe and secure learning environment, individualized instruction, and school hours and support services that respond to individual needs.

Obstacles to program effectiveness include (1) school and class overcrowding, a culture of skipping school, and a poor physical plant; (2) student difficulties outside the school environment; (3) poor academic preparation of youth before high school; (4) the negative image of some dropout programs; and (5) problems in program implementation such as inadequate coordination between school program staff and social service agencies. Current data collection processes and definitions were also found to be inconsistent. Appendices include a description of GAO's survey methodology and highlights of selected programs illustrative of the range of dropout programs available. (88 pages, no charge)

Perkins Implementation

U.S. General Accounting Office. (1989, May). ***Vocational education: Opportunity to prepare for the future*** (GAO/HRD-89-55). Washington, DC: Author.

This report summarizes the GAO's examination on how well the Perkins Act is being implemented at the request of the Subcommittee on Elementary, Secondary, and Vocational Education of the House Committee on Education and Labor as part of its preparation for 1989 reauthorization hearings. In the six states and twenty localities GAO visited, vocational education programs and services consistent with the Perkins Act were provided. But vocational education students in economically depressed areas may be less likely to receive Perkins funding for improved or modernized program activities than students outside such areas. All six states visited allocated more than half of their basic state grants to economically depressed areas as the Perkins Act requires. However, some states designated relatively wealthy areas as "economically depressed" and gave them greater per capita funding than some poorer communities. Further, the disadvantaged population allocation formula includes students who are academically

disadvantaged, but not poor. Thus, some relatively wealthy school districts can receive more money per low-income student than districts with high concentrations for low-income students. Should Congress want to target additional Perkins Act funds to poor communities, it could amend the act to (1) require states to allocate at least as much Perkins funding for each vocational student in economically depressed areas as in other areas of the state, (2) remove "academically disadvantaged" students who are not poor from the fund allocation formula for the disadvantaged, and (3) require any Perkins funds redistributions for the disadvantaged and handicapped populations be made in approximately the same proportions between poorer and wealthier areas as the original allocations. (75 pages, no charge)

Effective Dropout Programs

Weber, J. M. (1987). ***Strengthening vocational education's role in decreasing the dropout rate*** (Research and Development Series No. 267). Columbus: Ohio State University, Center on Education and Training for Employment.

This study examined the relationship between students' vocational and non-vocational experiences while in high school and their decision to drop out. The study was based on data from the sophomore cohort of the High School and Beyond database and information obtained from interviews with representatives of nine dropout prevention programs that were identified as exemplary by their respective state departments of education. It was concluded that dropout prevention programs should have a committed staff, use a variety of integrated strategies, be individualized in a non-traditional environment, share a strong vocational job-related emphasis, and have a strong counseling component. They should also have an early warning and follow-through system to be able to identify potential dropouts and ensure that they remain in school. Care must be taken to expend resources on those students who would actually become dropouts if no intervention were to occur. Dropout-prone students need extensive career exploration experiences and should be encouraged to participate in vocational programs in a meaningful way. Parents should be better informed about vocational offerings, and existing rules governing entry into vocational education should be reviewed and evaluated on an individual basis. It is especially important that work study programs have logical or operational ties with students' overall goals. (36 pages, $4.75)

Effective Schools

Wilson, D. (1989). ***Effective schools research and dropout reduction. Practitioner's guide series number five.*** Austin: Texas Education Agency, Texas Dropout Information Clearinghouse.

A summary of the research on characteristics of effective schools as it relates to dropout prevention and recovery is presented in this guide, the fifth in a series of *Practitioner's Guides to Dropout Prevention*. This guide explores how the techniques, processes, and procedures for enhancing achievement can be used within or in cooperation with dropout prevention and recovery programs to ensure that all students will receive a high school diploma. (22 pages, $2.00)

Gender-Related Issues

Zane, N. (1988). ***In their own voices: Young women talk about dropping out.*** Washington, DC: PEER, The Project on Equal Education Rights of the NOW Legal Defense and Education Fund.

Based on interviews with seventy-five young women ages thirteen through nineteen in the Philadelphia school system, PEER examines gender-related reasons why females leave school. The study disagrees with the widely-held belief that schools are more sensitive to females than males.

While many of the reasons for leaving school cited by young women were family-related (pregnancy or taking care of other family members), equally as many were school-related (susceptibility to violence or inability to understand class material). Many felt that teachers', counselors', and principals' expectations differed toward females. Women were expected to be more studious and better-behaved than their male counterparts. Throughout all the interviews was one central theme—a desire by the women for respect and positive attention as a means to keep them in school. (22 pages, $6.95)

ADDITIONAL RESOURCES

Dropout Resources

ACCESS Clearinghouse. (1987). ***An ACCESS printout on school dropouts: Problems and programs.*** Columbia, MD: The National Committee for Citizens in Education.

This document includes summaries of books, reports, and articles on the dropout problem. Dropout programs, solutions, and prevention are discussed, and the names of organizations which can be contacted for further information are included. (57 pages; $15.00 for organizations, $10.00 for parents, $7.50 for NCCE members)

Dropout Resources

Bamber, C., Berla, N., Garlington, J., & Rioux, W. (1987). ***Dropout prevention: A book of sources.*** Columbia, MD: The National Committee for Citizens in Education.

This looseleaf notebook identifies dropout prevention reports, research organizations, networks, clearinghouses, school/business collaborations, films, and noteworthy local programs. It includes the names, addresses, and phone numbers of individuals and organizations active in dropout prevention. Semiannual updates are available on a subscription basis. (210 pages, $30.00)

Resources on At-Risk

ERIC Clearinghouse on Educational Management. (1989). ***Value search on at-risk youth and dropout prevention: A collection of ERIC materials selected for relevance.*** Eugene, OR: Author.

Annotations which have been published in ERIC's two reference catalogs, *Resources in Education* and *Current Index to Journals in Education* are included in this Value Search. The 328 citations, which include journal articles and research reports, cover a time period from February 1986 through December 1988. Ordering and current price information for the articles and documents is also included. (89 pages, $7.50)

Transition Resources

Kallembach, S. C. (Comp.). (1989, January). ***Resources to facilitate the transition of learners with special needs from school to work or postsecondary education.*** Champaign: University of Illinois, National Center for Research in Vocational Education, Technical Assistance for Special Populations Program.

This guide is intended to assist state and local administrators of vocational special needs programs, special needs teachers,

counselors, and others interested in strengthening the transition of special needs learners to workplaces and continuing education programs.

Resources listed in the guide include handbooks, curriculum guides, and other materials produced by state departments, Office of Special Education Rehabilitative Services (OSERS) and state funded projects, organizations, and associations. Journals, newsletters, annotated bibliographies, and directories addressing transition issues are included. Clearinghouses, state vocational and technical education curriculum centers, associations, organizations, education information services, and a list of toll-free numbers are also included.

Materials listed in the guide are categorized by the common components of transition: functional school curricula, integrated school services, interagency cooperation, cooperative planning, staff development, community-based instruction, parental involvement, employment, and support services. For each entry, an annotation is provided along with the price and ordering information whenever possible. (130 pages, $5.00; available from NCRVE Materials Distribution Service, Western Illinois University, Macomb, IL)

Human Resources

Kallembach, S. C. (Comp.). (1989, May). ***The directory of human resources to better serve learners with special needs in vocational education***. Champaign: University of Illinois, National Center for Research in Vocational Education, Technical Assistance for Special Populations Program.

This directory contains names and addresses of contact persons in state and national agencies, associations, and organizations. This document also lists persons who may be contacted at clearinghouses, centers for educational information and services, curriculum centers, computer-based information networks, and databases, as well as names and addresses of appropriate university faculty. It is intended to help researchers, practitioners, policymakers, and others interested in expanding their network of resources concerning vocational education of learners with special needs. (36 pages, $.50; available from NCRVE Materials Distribution Service, Western Illinois University, Macomb, IL)

Interagency Resources

Mastny, A. Y. (Comp.). (1989). ***Linking schools and community services: A resource directory***. New Brunswick: Rutgers, The State University of New Jersey, Center for Community Education.

This resource directory was prepared as part of the project "Linking Schools and Community Services." Through the development of an interagency system to link schools and local human service agencies, the project sought to strengthen the ability of public schools to respond to the interrelated social and psychological needs of children. The directory lists organizations, individuals, addresses, and phone numbers for the following categories: adolescent pregnancy/teen parenting, child abuse and neglect/sexual abuse, child advocacy, dropout prevention, drug and alcohol abuse, sex education, health care, AIDS education, homelessness, mental health, and youth employment and training. (80 pages, no charge)

NEWSLETTERS

Newsletters, commonly written in a succint format, are a valuable resource for obtaining the latest information regarding research, resources, and promising practices and programs concerning relevant issues in vocational education.

BCEL Newsletter
Business Council for Effective Literacy (BCEL)
Harold W. McGraw, Jr., President
1221 Avenue of the Americas, 35th Floor
New York, NY 10020
(212) 512-2412

Published quarterly by BCEL, this newsletter contains articles on workplace literacy issues, updates on new materials, and lists of new business initiatives and involvement in programs. (no charge)

CenterWork
National Center for Research in Vocational Education
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704

This newsletter provides information about NCRVE's activities, research, products, and available technical assistance. (no charge)

Clipboard
North Central Regional Educational Laboratory
Clipboard Dissemination Program
295 Emroy Avenue
Elmhurst, IL 60126
(708) 941-7677

Written for teachers, principals, researchers, district administrators, state education agency personnel, and staff in institutions of higher education, this quarterly publication contains information on twenty-eight to thirty-six products available from regional educational laboratories, research and development centers, and other major organizations across the country. In addition to an abstract on each product, complete ordering information is included. Available free through the Clipboard Dissemination Program. ($15.00 to non-area members)

CONCERNS
Council of Chief State School Officers (CCSSO)
Resource Center on Educational Equity
400 N. Capitol Street, NW, Suite 379
Washington, DC 20001
(202) 393-8159

Articles on a broad range of education issues and policy concerns are included in this newsletter along with legislative updates and project updates which CCSSO funds concerning transition, limited-English proficient (LEP) students, equity, and dropout youth. (no charge)

Educating At-Risk Youth
National Professional Resources, Inc.
P.O. Box 1479
Port Chester, NY 10573
(914) 937-8879

Written for schools, parent and professional groups, legislators, and public and private agencies, this monthly newsletter consolidates information on initiatives for youth at risk. Published September through June, the content of the newsletter focuses on keeping service providers informed by presenting current issues, identifying national resources, and disseminating information about dropout prevention, substance abuse, adolescent suicide, teen pregnancy, incarcerated youth, immigrant students, and homeless young people. ($68.00)

EDUCATION DAILY
Capitol Publications, Inc.
Joe McGavin, Executive Editor
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444

Regular features in this newsletter include education policy, funding, and legislative updates, and the latest resources. Education issues covered in this newsletter published every business day include school administration, court cases and rulings, student aid proposals, vocational and adult education, Chapters 1 and 2 funding, education research appropriations, special education initiatives, workplace literacy programs, education reform, education leadership, and state initiatives on teacher retention. ($429.95 per year)

Education Research Bulletin
Kathryn Perkinson, Editor
U.S. Department of Education
Outreach Staff
555 New Jersey Avenue, NW
Washington, DC 20208-5601
(202) 357-6558

Published by the Office of Educational Research and Improvement, this bulletin is designed to help keep recipients informed about what is happening in education. The latest information on education research, practice, statistics, and more will be released through this bulletin. (no charge)

Information from HEATH
HEATH Resource Center
One Dupont Circle
Washington, DC 20036
(800) 544-3284

Published three times a year by the National Clearinghouse on Postsecondary Education for Individuals with Handicaps, this newsletter contains helpful articles, suggestions, and resources pertaining to the education for individuals with handicaps. Subscriptions are available free by request.

LINCletter
Missouri LINC
University of Missouri-Columbia
401 E. Stewart Road
Columbia, MO 65211

This newsletter is designed as a resource for teachers and school administrators in Missouri, as well as vocational administrators, special educators, counselors, and others who serve and work with special needs students.

MAINSTREAM
Eleanor Bicanich, Project Director
Center for Vocational Personnel Preparation
Reschini House
Indiana University of Pennsylvania
Indiana, PA 15705

This newsletter is designed for vocational educators of handicapped, disadvantaged, and LEP students and for coordinators of sex equity, single parent/homemaker, and teen parent programs, in addition to vocational educators and special education support personnel. Articles include information regarding state and federal legislation, teaching techniques and strategies, and state-initiated reports and activities. Also featured are successful programs, resources, and conferences. (no charge)

National Dropout Prevention Newsletter
Lib Crockett, Editor
National Dropout Prevention Center
Clemson University
Clemson, SC 29634-5111
(803) 656-2599

Published quarterly by the National Dropout Prevention Network and the National Dropout Prevention Center at Clemson University, this newsletter contains current information about the dropout initiative. It includes successful strategies, effective programs/practices, and current research and resources concerning at-risk youth. (included in $25.00 individual membership, $75.00 educational institution or not-for-profit corporation membership)

The Regional Lab Reports
The Regional Laboratory for Educational Improvement of the Northeast and Islands
Janet Angelis, Editor
290 S. Main Street
Andover, MA 01810
(508) 470-1080

Published four to six times a year, this periodic newsletter focuses on a Laboratory priority area and presents the best of educational research and development to educators in Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands. Areas identified for 1988-1989 include serving at-risk youth, rural and small schools, teacher development, and public policy for school improvement. (no charge)

Report on the Education of the Disadvantaged
Business Publishers, Inc.
Rosemary Enright, Editor
951 Pershing Drive
Silver Spring, MD 20910-4464
(301) 587-6300

This biweekly newsletter contains pertinent information on Chapter 1, Chapter 2, vocational education, and other federal programs for disadvantaged children. It includes information on

subjects related to the education of at-risk children such as parent and community involvement, programs and methods, federal education measures, and staff and supply shortages. Other information includes reports on child nutrition, bilingual education coverage, stories on Head Start activities, coverage of major conferences and conventions, updates on special services for low-income students, alerts to important civil rights/desegregation news, and updates on the latest publications and reports in the field. ($197 per year, plus first-class or air-mail postage)

Research and Practice
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
(415) 565-3000

This newsletter, which updates the educational research and practice in the region, reflects the educational issues (including dropouts) concerning the Far West Laboratory for Education Research and Development. (no charge)

Southern Growth
Southern Growth Policies Board
Robert Donnan, Editor
P.O. Box 12293
5001 S. Miami Boulevard
Research Triangle Park, NC 27709
(919) 941-5145

This newsletter reports on the developments and ongoing research of the Southern Growth Policies Board, a public, interstate agency dedicated to creating economic development strategies for the South.

TASPP BULLETIN
Carolyn Maddy-Bernstein, Editor
National Center for Research in Vocational Education
University of Illinois Office
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

This newsletter strives to publish articles about current issues and topics, research, resources, and other information of interest to professionals involved in serving students with special needs in programs and agencies at the local, state, national, and international level. (no charge)

Texas Dropout Information Clearinghouse FORUM
Texas Dropout Information Clearinghouse
1609 Shoal Creek Boulevard, Suite 200
Austin, TX 78701
(512) 463-9633

A quarterly newsletter of the Texas Education Agency and the Texas Dropout Information Clearinghouse, its goal is to provide timely, pertinent information on programs, services, and strategies for dropouts and at-risk students. Distribution is limited to superintendents, district at-risk coordinators, secondary principals, education service centers, and service providers of the private industry councils throughout Texas.

Vocational Education WEEKLY
American Vocational Association
Dale Hudelson, Editor
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Published forty-four times a year, this newsletter (formerly the *Legislative Brief*) provides regular updates on federal funding and the reauthorization of the Carl D. Perkins Vocational Education Act, state activities, insights into expanded opportunities for vocational education resulting from new legislation, reviews of new reports on education reform and workforce preparation, and other pertinent information concerning vocational education. Four Issue Papers a year on critical topics affecting the field are sent in addition to the *Weekly* subscription. ($115.00)

Vocational Training News
Capitol Publications, Inc.
Lonnie Harp, Editor
1101 King Street
Alexandria, VA 22314-2053
(703) 739-6444

This newsletter provides timely, useful reports on the federal Job Training Partnership Act (JTPA) and the Carl D. Perkins Vocational Education Act. Other areas of coverage include illiteracy, private industry councils, youth subminimum wage, and state education and training initiatives. ($231 per year)

What's Happening in the Collaboratives?
The National Committee for Citizens in Education (NCCE)
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044
(800) NET-WORK

Aimed at Urban Dropout Prevention Collaboratives in twenty-one cities throughout the nation, this newsletter serves as a forum to share ongoing activities and developments, successes, and setbacks of the participating groups in the search for more and better dropout prevention strategies. These groups, composed of local school systems in conjunction with other local agencies and organizations, have each been funded by the Ford Foundation to develop and implement a dropout prevention plan for their area. NCCE acts as the principal nationwide information collection and dissemination resource for these diverse groups.

WorkAmerica
Alan Vanneman, Executive Editor
1201 New York Avenue, NW, Suite 700
Washington, DC 20005
(202) 289-2888

Published monthly by the National Alliance of Business, this newsletter provides the latest news and information on employment, education and job training, retraining, literacy, and related activities. It also provides reports on successful training programs and news on federal government actions. ($25.00 yearly; single copy $2.50, plus $1.50 for postage and handling)

AGENCIES, ASSOCIATIONS, AND ORGANIZATIONS

The following agencies, associations, and organizations generally act as an information exchange to interested individuals concerned with educational issues. Technical assistance, professional support, publications, and other pertinent information is available from these groups.

Academy for Educational Development (AED)
100 Fifth Avenue
New York, NY 10011
(212) 243-1110

AED is an international, not-for-profit planning and consulting organization with offices in Washington, DC, and New York City. Founded to help U.S. educational institutions develop long-term educational, administrative, and financial plans, AED now works in eighty-three countries in education; communication and information development; telecommunications; health/nutrition; agriculture and population; cultural exchange; vocational and technical training; energy management; and the arts. The School and Community Services Division in New York City has a strong commitment to excellence and equity in education and to developing links between schools and community agencies that increase educational and development opportunties for at-risk youth across the Unites States. Staff and consultants have extensive experience working with large, urban school systems; community organizations; and foundations and other funding agencies on programs that address critical educational issues such as dropout prevention, adolescent pregnancy and parenting, literacy, and youth employment and training.

American Association for Adult and Continuing Education (AAACE)
Carolyn Silvan, Assistant Director
1112 16th Street, NW, Suite 420
Washington, DC 20036
(202) 463-6333

AAACE is dedicated to keeping its members abreast of the rapidly changing resources and technologies available in adult learning. AAACE offers professional development tools to

meet the growing demand for quality adult learning services, immediate access to the most up-to-date resources and research in the field, advocacy—representation at the highest levels of government and a voice in Washington—and leadership/networking opportunities and special interest groups. AAACE is the leading advocate for public policy issues in adult and continuing education at the federal, state, and local level. Its affiliate organizations host regional, state, and local conferences for practitioners who provide services at the local level.

American Association for Counseling and Development (AACD)
Lauren Scheib, Public Relations Specialist
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800

AACD is a private, non-profit organization dedicated to the growth and enhancement of the counseling and human development profession. It provides leadership training, continuing education opportunities, and advocacy services to its members. It also represents members interests in other professional associations, before Congress and with federal agencies. AACD members work in education settings—from pre-school through higher education—in mental health agencies, community organizations, correctional institutions, employment agencies, rehabilitation programs, government, business, industry, research facilities, and private practice. AACD and its members are committed to the continuing enhancement of the counseling and human development profession.

American Council on Education (ACE)
One Dupont Circle
Washington, DC 20036
(202) 939-9300

An independent, non-profit association, the ACE represents all accredited postsecondary institutions as well as national and regional higher education associations. It serves as the major voice in American higher education and as the focus for discussion and decision making on higher education issues of national importance. It conducts research and analyzes data on American higher education, from enrollment trends to finances. It works with colleges and universities to assist them in such areas as self-regulation, management and leadership, accreditation, adult learners, and minority and women's issues. Via a project called HEATH (Higher Education and Adult Training for people with Handicaps), the ACE provides technical assistance to colleges, universities, and postsecondary programs to help them include students with disabilities.

American Public Welfare Association (APWA)
Rick Ferreira, Policy Associate
810 First Street, NE, Suite 500
Washington, DC 20002-4205
(202) 682-0100

The APWA is a non-profit, bipartisan organization of individuals and agencies concerned about the effective administration and delivery of publicly funded human services. Members include all state and many territorial public welfare agencies, more than twelve hundred local and federal agencies, and several thousand individuals who work in or otherwise have an interest in public welfare programs. The objectives of APWA are to promote the development of sound and progressive national human service policies and to strengthen the professional skills of persons employed in the human service field.

Individual members of APWA support the organization's policy agenda and receive the quarterly *APWA News* and *Public Welfare*, APWA's professional journal, as well as reduced rates on APWA's conferences. Agency membership in the association includes all of the state and territorial public human service departments and hundreds of local public human service agencies. Agency membership includes, in addition to the benefits of individual membership, a role in determining policy positions of the state and local councils and the annual *Public Welfare Directory*. State agencies also receive the monthly W-Memo.

American Vocational Association (AVA)
Charles H. Buzzell, Executive Director
1410 King Street
Alexandria, VA 22314
(703) 683-3111

AVA is a national professional organization for teachers, supervisors, administrators, and others interested in the development and

improvement of vocational, technical, and practical arts education. The organization publishes the *Vocational Education Journal* and the *Update*, a newspaper for vocational educators.

American Vocational Association Special Needs Division (AVA/SND)
1410 King Street
Alexandria, VA 22314
(703) 683-3111

The general purposes of the AVA/SND are to (1) develop professional attitudes and standards among all personnel interested in or responsible for the development or operation of vocational programs for learners with special needs; (2) offer services to members of the SND which will provide, maintain, extend, and expand quality vocational programs and services to prepare learners with special needs for employment in all occupations; (3) help members of the SND keep informed about trends, plans, policies, and current happenings of the AVA and their implications for the development and welfare of vocational education programs and services; (4) act as a clearinghouse for the dissemination of new ideas, research, and other items which will aid in upgrading the vocational programs for learners with special needs; and (5) promote professional relationships with other agencies, organizations, and institutions concerned with learners with special needs.

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE)
P.O. Box 21192
Columbus, OH 43221
(614) 488-4972 (Voice/TDD)

AHSSPPE is a multinational, non-profit organization committed to promoting full participation of individuals with disabilities in postsecondary education. AHSSPPE was founded to address the need and concern for upgrading the quality of services available to students with disabilities in postsecondary education. The mission of the AHSSPPE is to provide unique leadership, focus, and expertise for professionals. This mission is supported by AHSSPPE's commitment to advocacy, communication, networking, professional development, training, and research.

Children's Defense Fund (CDF)
Karen J. Pittman, Director
Adolescent Pregnancy and Educational Improvement Division
122 C Street, NW
Washington, DC 20001
(202) 628-8787

CDF exists to provide a strong and effective voice for the children of America. The organization pays particular attention to the needs of poor, minority, and handicapped children and families. CDF's goal is to educate the nation about the needs of children and encourage preventive investment in children before they get sick, drop out of school, or get into trouble. A private, non-profit organization supported by foundations, corporate grants, and individual donations, CDF maintains three state offices and reaches out to communities across America. Publications include the *CDF Reports* monthly newsletter, state reports, books, videos, and other tools for advocates.

Correctional Education Association (CEA)
Stephen Steurer, Executive Director
8025 Laurel Lakes Court
Laurel, MD 20707
(301) 490-1440

CEA is a non-profit, professional association serving educators and administrators who provide services to students in correctional settings. The goals of the CEA are (1) to increase the effectiveness, expertise, and skills of its members; (2) to involve its members in an active and supportive network of professionals who are leaders in the field of correctional education; (3) to help increase the quality of educational programs and services through technical assistance as well as advocacy; (4) to offer timely and practical information to fellow staff members; and (5) to represent the collective interests of correctional education before the government, the press, and the public on national as well as on state and local levels. CEA publishes professional information and research articles. Its official publications are the *Journal of Correctional Education* and the *CEA Newsletter*. Both are published quarterly.

Council of Chief State School Officers (CCSSO)
379 Hall of the States
400 N. Capitol Street, NW
Washington, DC 20001
(202) 393-8161

CCSSO is a nationwide non-profit organization of the fifty-six public officials who head departments of elementary and secondary education in every state, U.S. extra-state jurisdictions, and the District of Columbia. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public.

CCSSO maintains a Resource Center on Educational Equity which provides services designed to achieve equity in education for minorities, women and girls, and for disabled, limited-English proficient (LEP), and low-income students. The CCSSO staff provides technical assistance in policy formulation, develops programs and materials, gives technical assistance in workshop planning and other services needed by state education agencies, holds working conferences, monitors civil rights issues, and trains local on-site trainers to increase the dimensions of this work. CCSSO also publishes a quarterly newsletter, *CONCERNS*, and holds an annual conference for state education agency equity specialists.

The CCSSO is responsible for managing and staffing a variety of leadership initiatives to provide better educational services to children and youth at risk of school failure. It conducts projects on topics such as dropout prevention, improving educational services to LEP students, increasing the participation of female and minority students in mathematics and social studies, transition programs for disabled youth, school-sanctioned community service, educational equity for juvenile female offenders, and AIDS education.

Dropout Prevention—Vocational Education Program
Kate Holmberg, Dropout Prevention Program Officer
U.S. Department of Education
Office of the Assistant Secretary for Vocational and Adult Education
400 Maryland Avenue, SW
Washington, DC 20202
(202) 732-2363

The Office of the Assistant Secretary for Vocational and Adult Education has awarded ten demonstration grants, each anticipated to continue for three years. Through this demonstration program, this office will identify and evaluate specific dropout prevention models that are using vocational education as the impetus for keeping students in school. A listing of the grantees and updates on their activities can be obtained from the above address.

Education Commission of the States (ECS)
Frank Newman, President
1860 Lincoln Street, Suite 300
Denver, CO 80123
(303) 830-3600

ECS is an interstate compact that helps state leaders improve the quality of education. The compact conducts policy research; surveys and special studies; maintains an information clearinghouse; organizes state, regional, and national forums; provides technical assistance to states; and fosters nationwide leadership and cooperation in education. ECS's priority issues include restructuring schools for more effective teaching and learning, addressing the educational needs of at-risk youth, improving the quality of higher education, and ensuring the full participation of minorities in the professions by ensuring their full participation in education. Their publications include periodic reports on elementary, secondary, and higher education finance; governance and legal issues; and a quarterly review entitled *State Education Leader*.

Human Resources Development Institute
Laura Perlman
815 16th Street, NW
Washington, DC 20006
(202) 638-3912

The Human Resources Development Institute is the employment and training arm of the AFL-CIO. The Institute provides technical and informational services to help labor organizations participate effectively on planning councils under the federal Job Training Partnership Act (JTPA) and conduct programs offering quality training and jobs for dislocated and other unemployed workers. It provides placement services for disabled workers, plus early intervention and return-to-work services for recently disabled workers.

Manpower Demonstration Research Corporation (MDRC)
Judith M. Gueron, President
3 Park Avenue, MDRC
New York, NY 10016
(212) 532-3200

MDRC designs and studies programs intended to increase the self-sufficiency of disadvantaged people. MDRC evaluates existing programs; develops and evaluates new initiatives; provides state and local organizations with technical assistance; disseminates research findings in publications, conferences, meetings, government testimony, and other settings; and develops local and regional networks to share resources and thereby improve services. MDRC contributes to the effectiveness of educational, employment, and job training programs in the United States. MDRC has conducted thirteen major national demonstrations that have tested the effectiveness of programs for welfare recipients, teen parents, school dropouts, and other disadvantaged groups.

National Alliance of Business (NAB)
1015 15th Street, NW, Suite 500
Washington, DC 20005
(202) 457-0040

NAB maintains a clearinghouse on employment and training resources. The organization, through representatives from government, business, education, and organized labor, works to solve the problem of structural, national unemployment. Regional offices conduct training and technical assistance programs to encourage employment in the private sector for the disadvantaged, needy youth, and displaced workers.

National Association for Developmental Education (NADE)
Diane Vukovich, President
Department of Developmental Programs
University of Akron
Akron, OH 44325
(216) 375-7087

NADE is a professional association composed of postsecondary educators committed to promoting educational opportunity, academic skill development, and student success. Its goals are to improve the theory and practice of developmental and remedial education in postsecondary institutions, the professional capabilities of developmental educators, and the programs designed to prepare developmental educators. Benefits of the Association include a national conference, journal, newsletter, placement system, networking system, and leadership opportunities.

National Association for Industry-Education Cooperation (NAIEC)
Donald M. Clark, President
and CEO
235 Hendricks Boulevard
Buffalo, NY 14226
(716) 834-7047

NAIEC works toward for fostering industry education joint efforts in school improvement and supports education's role in economic development at the local and state levels. It is the National Clearinghouse for Information on Industry Involvement in Education.

NAIEC believes that industry has a central role in helping education (public and postsecondary) refocus/reshape its total academic and vocational program in a coherent systematic manner so that it is more responsive to the needs of both students (including special needs) and employers.

NAIEC publishes a bimonthly newsletter; sponsors conferences; provides technical assistance; and publishes materials on industry-education councils, community resources workshops, career education, school-based job placement, industry-sponsored educational materials, educational management, and economic development.

National Association of Vocational Education Special Needs Personnel (NAVESNP)
Evelyn Brooks, President
Athens Area Technical Institute
U.S. Highway 29 North
Athens, GA 30610
(404) 549-2360

NAVESNP is an association of individuals who are involved in vocational special needs education. Members serve handicapped, disadvantaged, and limited-English proficient (LEP) individuals. NAVESNP was organized with the following objectives: (1) to serve as a unifying association for all personnel in the United States interested in or responsible for the development or operation of vocational education programs for learners with special needs; (2) to unite into a national professional organization related state and regional units and other organizations dedicated to vocational education special needs; (3) to promote and maintain active leadership in vocational, career, and occupational education; and (4) to provide service to members of the association. Publications include *Journal for Vocational Special Needs Education* and three *Newsnotes* newsletters.

National Commission for Cooperative Education
360 Huntington Avenue
501 Stearns Center
Boston, MA 02115-5005
(617) 437-3778

The Commission, designed for the promotion of cooperative education, defines cooperative education as a process of education which formally integrates a student's academic and/or career interests with productive work experiences in cooperating employer organizations. Through this interaction, students enhance their academic knowledge, persist in the continuation of their education, and improve their personal and professional development. The teaching faculty, cooperative education coordinators, and the employing supervisors all share in the intellectual and personal development of the student. The resulting effect is remarkably synergistic, with all of the parties benefiting from the collaborative effort. The Commission states this form of education is advantageous to the student as well as society, employers, and institutions.

National Commission for Employment Policy (NCEP)
Barbara McQuown, Director
1522 K Street, NW, Suite 300
Washington, DC 20005
(202) 724-1545

NCEP is an independent federal agency with responsibility for examining broad issues of development, coordination, and administration of employment and training programs, and for advising the President and Congress on national employment and training issues. (The NCEP was reauthorized under the JTPA.) The NCEP conducts and sponsors research, analyzes and synthesizes study findings, holds public hearings, visits training and employment sites, and publishes an Annual Report of its findings and recommendations to the President and the Congress. The NCEP also publishes special topical and interim reports and study findings throughout the year. NCEP reports are distributed widely within the federal government as well as to state and local governments; the employment and training and education communities; public policy researchers; and the public.

National Committee for Citizens in Education (NCCE)
Mindy Golden
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044-3199
(301) 997-9300
(800) NETWORK

NCCE is devoted to improving the quality of public schools through increased public involvement. NCCE provides the information resources parents and citizens need to become involved in school decision-making at the local level. NCCE also trains parents and educators to work constructively together. NCCE provides the following services: a computerized clearinghouse of school-related information accessible to parents, citizens, and educators; technical assistance for local school improvement groups who belong to NCCE's Parents' Network; training sessions for parents, teachers, and school administrators to help them create school-level councils; a direct-mail catalog carrying many publications focused on public involvement and school improvement; and a monthly newspaper featuring important school issues for parents and citizens.

National Foundation for the Improvement of Education (NFIE)
Donna C. Rhodes, Executive Director
1201 16th Street, NW
Washington, DC 20036
(202) 822-7840

The NFIE is an educational grant-giving foundation devoted to improving the quality of education. Their programs and activities are targeted at effecting improvement in the following three areas: Students' Educational Success, Teachers' Professional Capabilities, and the Efficacy of Curriculum and Instruction. With regard to Educational Success, Operation Rescue provides direct grants, disseminates information, and facilitates collaborative efforts between schools and communities for resolving the dropout crisis.

National Governors' Association (NGA)
Matthew Davis
444 N. Capitol Street
Washington, DC 20001
(202) 624-5330

Representing the governors of the fifty states, the commonwealths of the Northern Mariana Islands and Puerto Rico, and the territories of American Samoa, Guam, and the Virgin Islands, NGA's missions are to influence the shaping and implementation of national policy and to apply creative leadership to the solution of state problems. NGA's operations are supported by member jurisdictions, and its policies and programs are formulated by the governors. Throughout the year, NGA's staff represents the governors' position in Congress, the administration, and the press; coordinates governors' testimony and other communication with the Congress and the administration on NGA positions; provides the governors with information on federal programs and policies; conducts research; and serves as a means of sharing innovative programs and emerging issues among the states.

National Institute for Work and Learning (NIWL)
1255 23rd Street, NW, Suite 400
Washington, DC 20037
(202) 862-8845

NIWL, an institute of the Academy for Educational Development, seeks to improve the linkages between education and work for youth and adults and to bring into better balance the supply of and demand for critical skills in the workplace. The Institute's primary focus is the pursuit of collaborative efforts among educators, employers, unions, community organizations, and government to resolve work and learning problems. Projects have taken a variety of forms, including research, evaluation, policy analysis, model programs, case studies, information networking, and technical assistance. NIWL has established three distinct program areas for its projects: youth development, worklife transitions, and critical skills.

Public Offender Counselor Association (POCA)
William Noger Fatum, President
30 Tecumsah Trail
Browns Mills, NJ 08015
(609) 893-5299

The membership of POCA is interdisciplinary in nature and includes persons in many work areas, including probation and parole, mental health, alcohol and drug abuse, adult and juvenile offender rehabilitation, vocational rehabilitation, social work, and school settings. POCA is the primary professional association which advocates the development of effective counseling and rehabilitation programs for adult and juvenile public offenders and their families. POCA offers a means of gaining identity as a professional counselor, information, and programs on public offender counseling. Membership is open to AACD members who have an interest in the field of offender counseling.

Public/Private Ventures (P/PV)
Michael A. Bailin, President
399 Market Street
Philadelphia, PA 19106
(215) 592-9099

A not-for-profit corporation, P/PV works to find ways that the public and private sectors can help our nation's disadvantaged citizens, especially its youth, become productively employed and self-sufficient. P/PV works with schools, government, employment and training organizations, community-based agencies, foundations, and business to find more effective approaches to education, training, and employment. P/PV activities include developing two initiatives aimed at lowering the dropout rate while increasing the

earning capacity of youth; studying the private sector's role in training the disadvantaged; focusing on two approaches to providing out-of-school youth with opportunities to develop good work skills and attitudes while they make physical improvement to their own communities; and constructing and testing a process that helps states and localities build the capacity to use available funds more effectively to improve services for disadvantaged youth. Publications include practitioner's guides, reports, and a newsletter.

70001 Training & Employment Institute
Larry Brown, President
501 School Street, SW, Suite 600
Washington, DC 20024
(202) 484-0103
FAX: (202) 488-7595

70001, a national, private non-profit corporation, operates a network of local sites and provides training services to community-based organizations, schools, and government agencies across the country to address dropout prevention and recovery. 70001's constant objective is to help as many young people as possible capitalize on their abilities and prepare them for a lifetime of achievement. 70001 has developed programs that offer skills training, help to teen parents, literacy upgrading, and other activities to break the cycle of poverty that contributes to the dropout crisis. 70001 has made their research and projects findings available through their publications and through the *Update*, a monthly legislative and operations bulletin.

The Southern Education Foundation, Inc. (SEF)
Elridge W. McMillan, President
135 Auburn Avenue, Second Floor
Atlanta, GA 30303
(404) 523-0001

Created in 1937 when four funds committed to improving education in the South were incorporated to form a single philanthropic entity, SEF's principal purpose remains the promotion of equal and quality education for blacks and disadvantaged Southerners. A public charity, SEF makes grants, operates its own program, sponsors conferences, and commissions research on a wide variety of educational issues. SEF also administers philanthropic funds for other organizations concerned with education. Publications cover topics such as higher education and education and public policy, and include a quarterly newsletter, *SEF News*.

The Urban Institute
Susan Brown, Director of Public Affairs
2100 M Street, NW
Washington, DC 20037
(202) 833-7200
(202) 857-8702 (Public Affairs)

The Urban Institute is a non-profit policy and research organization which investigates social and economic problems confronting the nation and assesses government policies and programs designed to alleviate them. The Institute seeks to sharpen thinking about society's problems and efforts to solve them, to improve government decisions and their implementation, and to increase citizens' awareness about important public choices. Areas of research which are reflected in their publications include education, job training for teenagers, teen parenthood, immigration, and demographics.

CENTERS FOR EDUCATIONAL INFORMATION/SERVICES

The centers and/or offices listed herein provide a variety of information, resources, and referral services concerning issues relating to at-risk youth and adults.

ACCESS ERIC
Department CCE
1600 Research Boulevard
Rockville, MD 20850
(800) USE-ERIC

ACCESS ERIC acts as a gateway to ERIC, the Educational Resources Information Center. As the outreach component, ACCESS ERIC promotes ERIC services and products and acts as a referral service between the ERIC system and its users. This service helps keep education practitioners, librarians, policymakers, researchers, and students informed of information offered by ERIC and other education information service providers. ACCESS ERIC staff answers questions, refers callers to subject-specific information sources, and provides ERIC system publications. In addition, ACCESS ERIC is developing special database files available to the public. As a subscriber to this service, direct on-line access will be made available to data found in the following directories: *ERIC Information Service Providers*, *Education-Related Information Centers*, *ERIC Conference Calendar*, and *ERIC Training Opportunities and Products*.

Center on Education and Training for Employment (CETE)
Ohio State University
CETE Publications Office
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 (in Ohio)
(800) 848-4815
(614) 292-1260 FAX

CETE conducts applied research, evaluation, and policy analysis and provides technical assistance, leadership training and development, curriculum development, and information services focused on public and private sector vocational, technical, and career education. CETE's common goal is to make employment related education more responsive to societal needs.

CETE has produced a variety of products and provides a range of services designed for professionals at all levels of employment-related education and training.

Center on Evaluation, Development, and Research (CEDR)
Phi Delta Kappa
Larry Barber, Director
Eighth Street and Union Avenue
P.O. Box 789
Bloomington, IN 47402
(812) 339-1156

CEDR disseminates information about current developments in educational research. Research findings are reported in publications, workshops, and seminars. CEDR emphasizes the practical applications of research, especially those findings that have implications for improvement of teaching and administrative skills. Publications include the *Hot Topics* series, containing many of the best reports or articles concerning a specific subject; monographs; research bulletins; and various other documents. Services and activities available include access to the CEDR database, an annual needs assessment to determine topics of interest to educators, workshops, seminars, and networking.

Center for Policy Research in Education (CPRE)
Susan Fuhrman, Director
Eagleton Institute of Politics
Rutgers University, The State University of New Jersey
New Brunswick, NJ 08901
(201) 828-3872

CPRE unites four of the nation's leading research institutions in a venture to improve the quality of schooling. CPRE conducts research on the implementation and effects of state and local education policies. By communicating its findings to policymakers, CPRE contributes to the framing of policies to improve education. Members of the CPRE consortium are Rutgers University; Michigan State University; Stanford University; and the University of Wisconsin-Madison.

The CPRE has published reports on a variety of issues including choice in public schools, early childhood education, education indicators, measuring school dropout rates, and teacher policies. The following are five major areas which CPRE's research activities are designed to address: curriculum and student standards, teacher policies, educational indicators and monitoring, new roles and responsibilities, and the evolution of the reform movement. CPRE also has established a core database of information from six sample states—Arizona, California, Florida, Georgia, Minnesota, and Pennsylvania. To date, CPRE researchers have interviewed over seven hundred persons at the state level, in twenty-four school districts, and fifty-nine schools. Several reports analyzing this data are forthcoming.

Institutional Development and Economic Affairs Service, Inc. (IDEAS)
Frank A. Anderson, Executive Vice President
Magnolia Star Route
Nederland, CO 80466
(303) 443-8789

A national non-profit service corporation dedicated to economic, social, and educational development in the United States and in developing countries abroad, IDEAS' primary mission is to collaborate with selected institutions as facilitator/catalyst in the planning and implementation of innovative program models designed to improve the quality of life and opportunities for people inadequately served by institutions in our society. IDEAS' objectives are to assist the disadvantaged to find for themselves a clearer civic, social, and cultural identity and to enable professionals to be better catalysts of institutional creativity and change. The program models, implemented by IDEAS, which directly engage people in writing for publication include Foxfire (designed for at-risk youth), The New Americans (designed for LEP and refugees), and A Better Chance (designed for migrant farmworkers).

Missouri LINC
Arden Boyer-Stephens
University of Missouri-Columbia
401 E. Stewart Road
Columbia, MO 65211
(314) 882-2733
(800) 392-0533 (in Missouri only)

Missouri LINC is a technical assistance center providing services to special educators, vocational educators, and counselors who train special needs students as mandated in current legislation. Activities and services include information assistance, publications and product development, research and development, and professional development.

National Center on Education and Employment
Teachers College, Columbia University
Box 174
New York, NY 10027
(212) 678-3091

The Center conducts and disseminates research on how changes in the economy and the workplace, in the workforce itself, and in patterns of work-related learning affect the development and transformation of human capital in this country. Their objective is to build knowledge that will inform public and corporate decisions about who should teach which work-related skills to whom, when, and how. The Center is funded by the Office of Educational Research and Improvement of the U.S. Department of Education. It is part of the Institute on Education and the Economy at Teachers College, Columbia University. The RAND Corporation of Santa Monica, California, and Washington, DC, is a partner in carrying out Center activities.

Regional Resource Center on At-Risk Youth
The Regional Laboratory for Educational Improvement of the Northeast & Islands
David P. Crandall, Executive Director
290 S. Main Street
Andover, MA 01810
(508) 470-0098
FAX: (508) 475-9220

The Laboratory's Regional Resource Center on At-Risk Youth is an important component of the Laboratory's At-Risk Youth Initiative. The collection is oriented toward complementing and

expanding in-state collections of resources and facilitating sharing across states. Schools and districts in the Laboratory's region can access the Center. An annotated list of current books and reports on at-risk youth issues is available free of charge from the Laboratory. In addition, the Laboratory has produced its own resources on at-risk students.

Technical Assistance for Special Populations Program (TASPP)
Carolyn Maddy-Bernstein, Director
National Center for Research in Vocational Education
University of Illinois
Department of Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

TASPP is a service function of the National Center for Research in Vocational Education. Housed in the University of Illinois site, it is designed to assist in the improvement of vocational education programs for special needs youth and adults. TASPP's goals are to provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; to initiate and support networks of professionals serving the vocational education needs of special groups; and to provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations. TASPP activities include conducting workshops, publishing a quarterly newsletter on critical issues and policy options, and developing appropriate materials for national distribution.

Transition Institute
Frank R. Rusch, Director
College of Education
University of Illinois
110 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-2325

The Secondary Transition Intervention Effectiveness Institute was founded in 1985 to address both the theoretical and practical problems of transition among youth with handicaps. The goal is to seek solutions through intervention, evaluation, and technical assistance. The purpose of the Institute is to operationalize a research model that will have an influence on students in transition; the supporting social systems; the community; and the societal, economic, and governmental systems that influence the development and implementation of policy.

Vocational Education Resource System (VERS)
Tony Apolloni, Director
California Institute on Human Services
1801 E. Cotati Avenue
Sonoma State University
Rohnert Park, CA 94928
(707) 664-2416

Funded by the California State Department of Education, Career-Vocational Education Division, the purpose of VERS is to assist career-vocational educators, counselors, and administrators in California to improve and expand career-vocational education programs and services for students with special needs (handicapped, disadvantaged, limited-English proficient). VERS supplies consultants to teach educators how to locate needed resource information, to assist educators in the identification of local school needs and in planning local school improvements, to deliver assistance needed to implement local school improvements, and to identify exemplary programs and promising practices.

VERS also supplies consultants to provide workshops, on-site visits, and telephone advising in areas such as program administration, instruction, finances, accountability, and grantsmanship.

Vocational and Occupational Information Center for Educators (VOICE)
560 J Street, Suite 385
Sacramento, CA 95814
(916) 445-0401

VOICE assists California vocational education teachers, administrators, students, and decision makers at all educational levels by providing instructional materials, including audiovisual

materials, reference materials, textbooks, LAPs, transparencies, curriculum guides, and reports of studies and projects. VOICE, which also acts as a lending library, offers a computerized catalog concerning vocational education areas of interest, national search capabilities for materials and programs, and network capabilities through telecommunications. Among the topics of interest VOICE responds to recipients are curriculum, disadvantaged, research and evaluation, and special populations.

CLEARINGHOUSES

The following clearinghouses provide specialized information and technical assistance to teachers, administrators, counselors, policymakers, parents, students, and others interested in the issues of serving at-risk youth and adults in vocational education programs. Available services may include information responses by letter, telephone, or electronic interaction; access to a computer-based information network; individualized computer searches; specialized projects; conference presentations; and telephone consultations. Publications may include the following: newsletters, bibliographies, monographs, journal columns and articles, fact sheets and resource papers, resource directories, and referral lists.

ACCESS

The Information Clearinghouse about Public Schools
National Committee for Citizens in Education
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044
(301) 997-9300
(800) NET-WORK

ACCESS provides computerized information on a wide range of topics on public education to parents and citizens who wish to become involved in efforts to improve their public schools. Housed by the National Committee for Citizens in Education (NCCE), ACCESS is made possible through a grant from the MacArthur Foundation. Resources and printouts are available on a variety of topics.

ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE)

Susan Imel, Director
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

The ERIC Clearinghouse provides comprehensive information services in adult and continuing education; career education—childhood through adulthood; and vocational and technical education. Publications include major publications that provide in-depth reviews, *Digests* that summarize information on selected topics, *Trends and Issues Alerts* that provide information on emerging trends and issues, and *Practice Application Briefs* that are based on research findings. Services include computer searches and referrals.

ERIC Clearinghouse on Educational Management

University of Oregon
College of Education
1787 Agate Street
Eugene, OR 97403-5207
(503) 686-5043

This national information system serves educators by disseminating research results and other resource information that can be used in developing more effective educational programs. The clearinghouse processes research reports and journal articles for announcement in ERIC's index and abstract bulletins as well as prepares bibliographies, literature reviews, monographs, and other interpretive research studies on topics in its educational area. Publications include *The Best of ERIC on Educational Management* and *ERIC Digest Series.*

ERIC Clearinghouse on Handicapped and Gifted Children

Judi Conrad, Associate Director
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

The ERIC Clearinghouse gathers and disseminates educational information on all disabilities and the gifted across all age levels. The

Clearinghouse abstracts and indexes the special education literature included in the computerized ERIC database and its monthly print indexes, *Resources in Education* and *Current Index to Journals in Education*. Services include responses to written, phone, and electronic information requests; ERIC workshops and technical assistance; computer searches of the ERIC and Exceptional Child Education Resources (ECER) databases; and analyses of current trends and issues.

ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS)
Appalachia Education Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325
(304) 347-0400 (in Charleston area)
(800) 344-6646 (in West Virginia)
(800) 624-9120 (outside West Virginia)

The ERIC/CRESS clearinghouse covers the following scope: rural education, small schools, American Indian and Alaska Native education, Mexican American education, migrant education, and outdoor education. Accessed by students, counselors, teachers, administrators, researchers, and others interested in education, ERIC/CRESS answers requests for information, develops and disseminates publications, and conducts workshops. The clearinghouse acquires educational materials such as articles, reports, curriculum descriptions, and conference proceedings and makes articles and documents about education accessible to all who are interested. The ERIC system produces a computer-searchable database of the literature of education in two parts: Resources in Education (RIE) and Current Index to Journals in Education (CIJE).

ERIC Clearinghouse on Urban Education (ERIC/CUE)
Erwin Flaxman, Director
Institute for Urban and Minority Education
Teachers College, Columbia University
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, NY 10027-9998
(212) 678-3433

ERIC/CUE collects and disseminates published and unpublished materials for a wide audience of educators, researchers, and professionals in a range of disciplines, and interested members of the general public. The clearinghouse's areas of concern include the education of urban minority youth, grades three through college, especially Blacks, Asian Americans, and Hispanic Americans; urban schooling; ethnic discrimination; school desegregation; the relation between urban and minority life and school performance; and urban and minority social institutions and services as they relate to education. Publications available from ERIC/CUE include *Urban Diversity Series*, *Trends and Issues Series*, *ERIC Digests*, and *Urban Schools Bibliographies*.

HEATH: Higher Education and Adult Training for People with Handicaps
Rhona C. Hartman, Director
American Council on Education
One Dupont Circle, NW, Suite 800
Washington, DC 20036-1193
(202) 939-9320
(800) 544-3284

The HEATH Resource Center operates the National Clearinghouse on Postsecondary Education for Individuals with Handicaps. The Center serves as an information exchange about educational support services, policies, procedures, adaptations, and opportunities on American campuses, vocational-technical schools, transition training and adult education programs, independent living centers, and other training entities which serve youth and adults beyond high school. The Center gathers and disseminates this information so that people with disabilities can develop their full potential through postsecondary education and training if they choose. The Center provides technical assistance to colleges, universities, and postsecondary programs to help them include students with disabilities. HEATH maintains a toll-free number, provides single copies of materials free of charge in print or alternative media, and encourages duplication and dissemination of its resources.

Juvenile Justice Clearinghouse
U.S. Department of Justice
Office of Juvenile Justice and Delinquency Prevention
Verne L. Speirs, Administrator
User Services
Box 6000
Rockville, MD 20850
(301) 251-5500 (in Washington, DC)
(800) 638-8736

The Clearinghouse was created to help juvenile justice professionals keep in touch with the work of the Office of Juvenile Justice and Delinquency Prevention and other ongoing research. Available publications include research reports, program descriptions, training or technical assistance materials, evaluation studies, summaries of significant books, and bibliographies. Other services include customized resource searches, using their database and referral to other agencies and organizations for further technical assistance.

The National Dropout Prevention Center (NDPC)
Jay Smink, Executive Director
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 443-6392
(800) 868-3475 (in South Carolina)

The NDPC serves as a repository and clearinghouse of information for groups and individuals concerned with dropout prevention. The NDPC's mission is to significantly reduce the dropout rate in American schools by helping to develop public-private partnerships between schools, business, and communities to address this crisis. The NDPC publishes the quarterly *National Dropout Prevention Newsletter*; *A Series of Solutions and Strategies* serial; various other publications on such topics as dropout rates, mentoring, and identification; and handbooks for students and principals. The NDPC also maintains the FOCUS database, a collection of databases focused on dropout prevention.

Texas Dropout Information Clearinghouse
1609 Shoal Creek Boulevard, Suite 200
Austin, TX 78701
(512) 463-9633

The mission of this clearinghouse is to provide an information forum for state, regional, and local education and job training service providers who are working together to prevent students from dropping out and to recover those who do. To accomplish its mission, the Clearinghouse collects information on programs, services, and strategies that aid in the prevention and recovery of dropouts, primarily targeting various categories of students that have a high dropout rate; and disseminates information to local providers of dropout prevention and recovery programs and services, inside and outside the educational system, and to the Interagency Coordinating Council, created by House Bill 1010 to coordinate the policies of nine state agencies serving dropouts and at-risk youth. It publishes the *Texas Dropout Information Clearinghouse FORUM* newsletter and has available a searchable computerized database containing summaries of dropout prevention and recovery programs, strategies, services, resources, and descriptions of current research.

COMPUTER-BASED INFORMATION NETWORKS

Computer-based information networks provide instantaneous on-line communication and database services. These networks are an efficient method of communicating with other school districts, agencies, clearinghouses, and institutions of higher education and keeping abreast of the latest legislation, programs, funding, resources, and other pertinent information concerning relevant issues in education.

ADVOCNET

Dialcom, Inc.
6120 Executive Boulevard, Suite 500
Rockville, MD 20852
(301) 881-9020

The National Center for Research in Vocational Education manages ADVOCNET, a national electronic mail system linking adult, vocational, and technical educators, administrators, and others. The service features message exchanges, bulletin boards, and teleconferencing. The network serves to inform the vocational community nationwide about meetings, workshops, conferences, new products, and other information of special interest.

SpecialNet

GTE Education Services, Inc.
2021 K Street, NW, Suite 215
Washington, DC 20006
(202) 835-7300

The world's largest computer-based information network for education professionals, it consists of three parts: electronic mail, bulletin boards, and databases. It provides quick and easy communication from classroom teachers to administrators in county, state, and federal offices of education. More than forty national bulletin boards, including Assessment, Litigation, Rural, Bilingual, Spec.ed needs, and Transition.Voced are available along with over fifty active state bulletin boards. SpecialNet's databases consist of several types, including specialized databases such as Program Evaluation and topical databases which include archived information taken from many SpecialNet bulletin boards and stored so users can locate information on a specific topic. SpecialNet is available twenty-four hours a day, seven days a week, through virtually any telephone in the United States and Canada, as well as seventy additional countries worldwide.

DATABASES

Databases provide a wealth of pertinent information regarding special needs populations to interested parties.

ERIC

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue, NW
Washington, DC 20208
(202) 357-6289

The Educational Resources Information Center (ERIC), sponsored by the OERI, U.S. Department of Education, is designed to provide users with ready access to primarily the English language literature dealing with education. It does so through a variety of products and services that include databases, abstract journals, microfiche, computer searches, document reproduction, and analyses and syntheses. ERIC maintains the world's largest education database that covers all aspects of education and is accessible in most universities, state, and large city libraries in at least one of three formats: (1) manual indexes, (2) an on-line service, and (3) CD-ROM.

FOCUS

A Dropout Prevention Database for Practitioners, Researchers, and Policymakers
National Dropout Prevention Center
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 443-6392
(800) 868-3475 (in South Carolina)

FOCUS is a collection of databases focused on dropout prevention. Program Profiles and a Calendar of Events are two files presently available. Other files under development are Contacts in Dropout Prevention, Statistics, Resource Library, and Legislative Initiatives. FOCUS is

accessible seven days a week by utilizing a personal computer and a modem through the normal long distance telephone lines. In addition, subscribers to Telenet may also access FOCUS.

Research in Vocational Education (RIVE)
BRS Information Technologies, Inc.
8000 Westpark Drive
McLean, VA 22102
(800) 955-0906

This on-line database, managed by the Department of Education, University of California, Berkeley, contains descriptions of state-administered and federally administered vocational education program improvement (research, curriculum development, exemplary and innovative, and personnel training) projects funded wholly or in part by monies from the Carl D. Perkins Vocational Education Act. The primary advantage of accessing this file is that it contains descriptions of projects in progress and provides a valuable supplement to an ERIC search.

TASPP Computerized Information Base
National Center for Research in Vocational Education
Technical Assistance for Special Populations Program
University of Illinois Office
Department of Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

TASPP has designed a computerized information base exclusively for practitioners, researchers, and policymakers regarding vocational education programs for special needs populations. Custom designed information searches are made available at no charge on topics such as transition, at-risk youth and adults, limited-English proficient (LEP) students and immigrants, teen pregnancy, rural and urban education, and integrating vocational education and the academics. Entries contained in the base include the following: reference materials, including the most recent research reports, monographs, state reports, organizational initiatives, program development manuals, journals, and newsletters; organizations, associations, and agencies; centers for educational information/services, including curriculum centers, clearinghouses, computer-based information networks, and databases; names and addresses of contact persons in state and national agencies, associations, and organizations; and exemplary programs/practices identified by TASPP staff. This computerized information base is accessible by writing or calling the TASPP staff at the above address and telephone number.

VECM Database
BRS Information Technologies, Inc.
8000 Westpark Drive
McLean, VA 22102
(800) 955-0906

Managed by the National Center for Research in Vocational Education, the Vocational Education Curriculum Materials (VECM) database provides on-line information on print and non-print curriculum products including textbooks, workbooks, slides, tapes, and microcomputer courseware. This database, conducted cooperatively with the National Network for Curriculum Coordination in Vocational and Technical Education, provides information on materials developed specifically for handicapped, disadvantaged, LEP, and bilingual students.

APPENDIX

ADDRESSES FOR RESOURCES

The publications listed should be ordered directly from the publisher listed in each annotation. Therefore, the following addresses are provided for your convenience. (If the item is available from a source other than the publisher, it is noted in the annotation.)

Academy for Educational Development
1255 23rd Street, NW
Washington, DC 20037
(202) 862-1900

American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800 (in Virginia)
(800) 545-AACD

American Institutes for Research
1791 Arastradero Road
P.O. Box 1113
Palo Alto, CA 94302
(415) 493-3550

Aspen Publishers
7201 McKinney Circle
P.O. Box 990
Frederick, MD 21701
(301) 251-5233 (in Maryland)
(800) 638-8437

California State Department of Education
Career-Vocational Preparation Division
721 Capitol Mall
Sacaramento, CA 95814
(916) 445-9570

Center for Advanced Human Resource Studies
New York State School of Industrial and Labor Relations
Cornell University
Ithaca, NY 14851-0925
(607) 255-2742

Center for Community Education
School of Social Work
Rutgers, The State University of New Jersey
73 Easton Avenue
New Brunswick, NJ 08903
(201) 932-7798

Center for Policy Research in Education
Eagleton Institute of Politics
Rutgers, The State University of New Jersey
New Brunswick, NJ 08901
(201) 828-3872

Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 (in Ohio)
(800) 848-4815

Committee for Economic Development
477 Madison Avenue
New York, NY 10022
(212) 688-2063

Council of Chief State School Officers
379 Hall of the States
400 N. Capitol Street, NW
Washington, DC 20001
(202) 393-8161

Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, CO 80295
(303) 830-3692

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

ERIC Clearinghouse on Educational Management
University of Oregon
College of Education
1787 Agate Street
Eugene, OR 97403-5207
(503) 686-5043

ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

ERIC Document Reproduction Service
3900 Wheeler Avenue
Alexandria, VA 22304-6409
(800) 227-3742

Extension Instruction and Materials Center
University of Texas at Austin
Customer Service
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716
(800) 252-3461 (in Texas)

Ford Foundation
Office of Reports
320 E. 43rd Street
New York, NY 10017

The Hispanic Policy Development Project
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 822-8414

Hudson Institute
Publications Department
5395 Emerson Way
P.O. Box 26-919
Indianapolis, IN 46226
(317) 545-1000

Illinois State Board of Education
100 N. First Street
Springfield, IL 62777-0001
(217) 782-4321

Institute for Educational Leadership
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 822-8405

Instructional Materials Laboratory
University of Missouri-Columbia
2316 Industrial Drive
Columbia, MO 65202
(800) 392-7217 (in Missouri)
(800) 633-5937

MDC, Inc.
1717 Legion Road, P.O. Box 2226
Chapel Hill, NC 27514
(919) 968-4531

Missouri Department of Elementary and Secondary Education
Special Needs and Guidance Services
Division of Vocational and Adult Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4192

National Assessment of Vocational Education (NAVE) Reports
%Karen Cossaro
Office of Vocational and Adult Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-7241
(202) 732-2453

National Association of State Boards of Education
1012 Cameron Street
Alexandria, VA 22314
(703) 684-4000

National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

National Clearinghouse for Bilingual Education
George Washington University
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
(202) 467-0867 (in Washington, DC)
(800) 321-NCBE

National Commission for Employment Policy
1522 K Street, NW, Suite 300
Washington, DC 20005
(202) 724-1545

The National Committee for Citizens in Education
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044
(301) 997-9300
(800) 638-9675

The National Dropout Prevention Center
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 443-6392
(800) 868-3475 (in South Carolina)

National Education Association (NEA)
NEA Professional Library
Saw Mill Road
P.O. Box 509
West Haven, CT 06516
(203) 934-2669

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6722

Oregon School Study Council
University of Oregon
1787 Agate Street
Eugene, OR 97403
(503) 686-5045

Project on Equal Education Rights (PEER)
%NOW Legal Defense and Education Fund
99 Hudson Street, 12th Floor
New York, NY 10013
(212) 925-6635

Public/Private Ventures
399 Market Street
Philadelphia, PA 19106
(215) 592-9099

Research for Better Schools Publications
444 N. Third Street
Philadelphia, PA 19123
(215) 574-9300

70001 Training & Employment Institute
501 School Street, SW, Suite 600
Washington, DC 20024
(202) 484-0103

SRI International
333 Ravenswood Avenue
Menlo Park, CA 94025-3493
(415) 326-6200

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402-9325

Technical Assistance for Special Populations Program
University of Illinois
Department of Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

Texas Dropout Information Clearinghouse
Texas Education Agency Publications Distribution Office
1609 Shoal Creek Boulevard, Suite 200
Austin, TX 78701
(512) 463-9744

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494
(512) 463-9734

University of Minnesota
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INDEX

TITLES OF RESOURCES

An ACCESS printout on school dropouts: Problems and programs, 46

Allies in education: Schools and businesses working together for at-risk youth (Vol. 1), 22

America's shame, America's hope: Twelve million youth at risk, 41

Another ounce of prevention: Education and employment interventions for 9 to 15 year olds (Report No. 23), 20

Assisting high-risk students in goal attainment: A support team approach, 21

At-risk, low-achieving students in the classroom, 10

At-risk students and thinking: Perspectives from research, 10

Basic vocational education, 12

Believing once again: Solutions addressing the plight of challenged youth, 23

The Boston Compact: A teaching case (Publication No. RT-888-MW), 21

Career information motivates at-risk youth. *OSSC Bulletin, 31*(5), 14

Characteristics of at-risk youth: Practitioner's guide series number one, 15

Children at risk: The work of the states, 31

Children in need: Investment strategies for the educationally disadvantaged, 3

Closing the gap for U.S. Hispanic youth: Public/private strategies, 36

The common good: Social welfare and the American future. Policy recommendations of the Executive Panel, 32

A concern about vocational education and job training for at-risk youth. *CONCERNS*, XXVII, 28

Current federal policies and programs for youth, 40

Dealing with dropouts: The urban superintendents' call to action (Stock No. 065-000-00321-0), 5

The directory of human resources to better serve learners with special needs in vocational education, 47

Discussion papers for the National Assessment of Vocational Education. Exemplary secondary vocational education: An exploratory study of seven programs, 34

Dropout prevention: A book of sources, 46

Dropout rates in the United States: 1988, 42

Dropouts: The relationship of student characteristics, behaviors, and performance for special education students, 30

Education, employment, and the at-risk youth, 20

Effective schools research and dropout reduction. Practitioner's guide series number five, 45

Elements of a model state statute to provide educational entitlements for at-risk students, 3

An equal chance: Educating at-risk children to succeed, 37

Female dropouts: A new perspective, 32

Final report, volume I: Summary of findings and recommendations, 39

Final report, volume II: Implementation of the Perkins Act, 39

Final report, volume IV: Postsecondary vocational education, 33

Final report, volume V: Handicapped and disadvantaged students: Access to quality vocational education, 35

The forgotten half: Non-college youth in America, 33

The forgotten half: Pathways to success for America's youth and young families. Final report, 34

Guidelines for serving special needs students in vocational education, 16

A handbook for the California Compact: A guide for developing local compacts among schools, businesses, higher education, and government and community agencies, 18

Handbook of vocational special needs education (2nd ed.), 6

How to identify at-risk students. *A Series of Solutions and Strategies*, (2), 17

The implementation and effects of high school graduation requirements: First steps toward curricular reform (CPRE Research Report Series RR-011), 8

In their own voices: Young women talk about dropping out, 45

An investigation of motivation's role in postsecondary vocational training programs for at-risk learners and their entry into the work force, 8

Investing in our children: Business and the public schools, 2

Keeping limited English proficient students in school: Strategies for dropout prevention (Program Information Guide Series No. 7), 31

Learning styles of at-risk youth: A schoolwide study skills program. Practitioner's guide series number six, 11

The legal and fiscal disjunction between the Carl Perkins Vocational Education Act and the Job Training Partnership Act (Monograph Series #89-02), 18

Linking schools and community services: A practical guide, 23

Linking schools and community services: A resource directory, 47

Outcomes of vocational education for women, minorities, the handicapped, and the poor, 24

Parent and community involvement. Practitioner's guide series number four, 19

Partnerships for learning: School completion and employment preparation in the high school academies, 18

A practitioner's guide: Strategies, programs, and resources for youth employment development (rev.), 23

Reentry programs for dropouts in adult settings (ERIC Digest No. 45), 41

Removing the stigma of disadvantage: A report on the education and employability of 9 to 15 year old youth `at risk' (Research Report No. 88-09), 29

Replication guide for the Peninsula Academies, 22

Resource guide to work experience programs, 26

Resources, strategies and directions to better serve disadvantaged students in career-vocational preparation, 14

Resources to facilitate the transition of learners with special needs from school to work or postsecondary education, 46

Retaining at-risk students: The role of career and vocational education (Information Series No. 335), 42

Roadsigns from research. BASICS: Bridging vocational and academic skills. (ERIC Document Reproduction Service No. ED 288 957), 11

School dropouts: Everybody's problem, 40

School dropouts: Survey of local programs (GAO/HRD-87-108), 42

A second chance: Training for jobs, 26

Senate Bill 543: The Job Training Partnership Act youth employment amendments of 1989 (GAO/T-HRD-89-18), 25

Serving special needs students in vocational education (The Carl D. Perkins Vocational Education Act P.L. 98-524), 16

The slower learner: An advocate's view. Practitioner's guide series number two, 9

Some current issues in adult, career, and vocational education, 38

Special education dropouts (ERIC Digest No. 1451), 37

Strategies for financing state dropout programs (Publication No. AR-87-2), 7

Strategies for increasing the achievement and attainment of at-risk Hispanic females through vocational education, 6

Strengthening vocational education's role in decreasing the dropout rate (Research and Development Series No. 267), 44

A study of special education: Views from America's cities, 37

Successful schooling for economically disadvantaged at-risk youth. Practitioner's guide series number three, 5

Support for vocational special needs students: A manual for supplemental professional personnel, 15

Too late to patch: Reconsidering second-chance opportunities for Hispanic and other dropouts, 38

Trends and issues in vocational education 1988 (Information Series No. 334), 30

Using basic skills testing to improve the effectiveness of remediation in employment and training programs for youth (Publication No. RR-88-05), 27

Value search on at-risk youth and dropout prevention: A collection of ERIC materials selected for relevance, 46

VERS handbook for administrators on career-vocational preparation services for disadvantaged students and students with handicapping conditions (rev. ed.), 1

Vocational assessment handbook, 13

Vocational education and the at-risk student (*TASPP BRIEF*), 4

Vocational education for at-risk youth: How can it be made more effective? In *School to work transition services for disadvantaged youth*, 29

Vocational education programs for the disadvantaged (Information Series No. 329), 10

Vocational education: Opportunity to prepare for the future (GAO/HRD-89-55), 43

Vocational special needs counselor manual, 13

Vocational special needs teacher training curriculum, 9

What works in vocational education for students who are at risk (*TASPP BRIEF*), 19

What's promising: New approaches to dropout prevention for girls, 31

Workforce 2000: Work and workers for the twenty-first century, 36

Working together to support at-risk youth, 4

Youth and work: What we know, what we don't know, what we need to know, 24

Youth at risk: A resource for counselors, teachers and parents, 1

Youth employment and career education (Publication No. AR-87-56), 25

Youthful high school noncompleters: Enhancing opportunities for employment and education (Information Series No. 316), 27

INDEX

AUTHORS OF RESOURCES

Academy for Educational Development, 18
ACCESS Clearinghouse, 46
Adelman, N. E., 34
Apling, R. N., 34
Apolloni, T., 1
Bamber, C., 46
Barbieri, M., 4
Bartley, D., 12
Bechard, S., 17
Berla, N., 46
Bishop, J., 29
Bloch, D. P., 14
Boyer-Stephens, A., 13
Brown, J. M., 8
Bruckerhoff, C., 29
Brustein, M., 18
Budke, W. E., 30
Burger, M., 15
Butler-Nalin, P., 30
The California Chamber of Commerce, 18
The California State Department of Education, 18
Campbell, M. A., 5
Campbell, P. B. (et al.), 24
Capuzzi, D., 1
Careaga, R., 31
Charner, I., 24
Chavkin, N. F., 19
Clune, W. H., 8
Colby, C. R., 9
Committee for Economic Development, Research and Policy Committee, 2, 3
Council of Chief State School Officers, 3, 31
Coyle-Williams, M., 4, 19
Crawford, E., 20
Crowe, M. R., 11
Cunningham, D., 4
Curnan, S., 27
deLone, R. H., 20
Earle, J., 31, 32
ERIC Clearinghouse on Educational Management, 46
Farrar, E., 21
Flakus-Mosqueda, P., 25
Ford Foundation, Project on Social Welfare and the American Future, 32
Fraser, B. S., 24
Fraser, K., 31, 32
Gainer, W. J., 25
Gallo, F., 26
Garlington, J., 46
Goodwin, D., 33
Grant, William T. Foundation Commission on Work, Family, and Citizenship, 33, 34
Gross, D. R., 1
Gruskin, S. J., 5
Hamby, J. V., 17
Harris, H. W., 10
Hartley, N., 26
Hayward, B. J., 34, 35
The Hispanic Policy Development Project, 36
Holmes, A., 14
Hughey, J. K., 13
Illinois State Board of Education, 21
Imel, S., 38
Intercultural Development Research Association, 5
Johns, K., 9
Johnston, W. B., 36
Kallembach, S. C., 46, 47
Kapes, J. T., 13
Kearns, D., 13
Kysilko, D., 31
Lehmann, J., 26
Lehr, J. B., 10
Levitan, S. A., 26
Lichtenstein, S., 37
Lincoln, C. A., 41
Lytle, J., 37
Marshall, C., 9
Martella, J., 28
Martin, L. G., 27
Mastny, A. Y., 23, 48
McCormick, K., 37
McKinlay, B., 14
McMullan, B. J., 22
Meers, G. D., 6
Miller, J. V., 38
Miller, S. M., 38
Moorhouse, M., 23
Morris, R., 27
Muraskin, L. D., 39
National Assessment of Vocational Education, 39
National Association of State Directors of Vocational Education, 18
Nemko, B., 14
Nicolau, S., 38
Orr, M. T., 38

Packer, A. H., 36
Padilla, C., 30
Parrish, L. H., 9, 12, 13
Partee, G., 6
Patterson, J., 8
Paulu, N., 5
Penn, W., 37
Presberry, I. V., 15
Presseisen, B. Z., 10
Project on Social Welfare and the American Future, 32
Putzstuck, C., 4
Ranbom, S., 40
Reingold, J. R., 40
Reynolds, D. F., 22
Rioux, W., 46
Roach, V., 32
Robinson, E. R., 23
Rodriguez, L., 12
Rothstein, F. R., 27
Sarkees, M. D., 10
Sechler, J. A., 11
Selden, R., 28
70001 Training & Employment Institute, 23
Sherman, J. D., 7
Smith, D., 11
Smith, G., 11
Smith, R. C., 41
Smith, T. J., 23
Snyder, P., 22
Stevenson, L., 15
Strumpf, L., 27
Texas Education Agency, 16
Thiel, K., 41
Thomas, L. D., 12
Tindall, L. W., 42
Trist, C., 23
U.S. Department of Education, National Center for Education Statistics, 42
U.S. General Accounting Office, 42, 43
Valdivieso, R., 38
Vance, M., 12
Vance, P., 12
Vansickle, K. J., 13
Vansickle, T. R., 13
Vocational Education Programs, 16
Walker, G., 38
Weber, J. M., 44
Wells, S., 17
West, L. L., 10
White, P., 8
Wilson, D., 45
Wircenski, J. L., 9, 10
Wirt, J. G., 35
Zane, N., 45
Zantal-Wiener, K., 37

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NATIONAL TASK FORCE
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The Technical Assistance for Special Populations Program (TASPP) is a service function of the National Center for Research in Vocational Education at the University of California, Berkeley. Housed at the University of Illinois, a subcontractor of the Center, it is designed to assist in the improvement of vocational education programs for special needs youth and adults. TASPP's direction is guided by a national task force comprised of principal investigators from the various Center institutions as well as national leaders in the field of vocational education for special populations.

The TASPP goals are to (1) provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; (2) initiate and support networks of professionals serving the vocational education needs of special groups; and (3) provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations.

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